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AUTHOR	Aafedt, Donna; And Others
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ABSTRACT

A sixth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

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Great Falls Public Schools
Great Falls, Montana

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TOBACCO, DRUG, AND ALCOHOL UNIT

SE 012 097

ESEA TITLE III I.M.C. PROJECT 5115

ED 052 975

Great Falls Public Schools
Great Falls, Montana

TOBACCO, DRUG, AND ALCOHOL UNIT

SIXTH GRADE

Prepared by:
Donna Aaf
Shelly Ho
Jack Matt
Allen Mue
Chuck Rob

I.M.C. Revisio
Donna Aaf

Instructional and Library Materials Center
ESEA Title III Project 68-05115-0
Robert C. Jewell, Director

INTRODUCTION

Because the subjects of this unit are controversial in society, some discu
to how these subjects can be presented in the classroom. The teacher must be carefu
their stands or practices, as intelligent persons may be found on both sides of the

The time at which most young people begin to encounter experiences with to
is during their pre-adolescent and teenage years. Plato wrote that the purpose of
natural talents of a person, so as to make him a more complete person and a fit mem
along with this reasoning, the best way for young students to face a problem is to
Then they are more apt to base their decisions on discretion and common sense with
thinking as a sound basis.

A preaching or a scare technique is a futile attempt--students are more re
they are encouraged to express their own feelings and are free to ask questions tha
teachers educate ourselves first, if we present the known facts well, if we present
bias, and if in addition our own attitudes and values are sound, we can be confident
people to avoid confusion and trouble in their young lives, and to make intelligent
tobacco, and drugs.

The National Education has stated its goals in this field as follows:

> 2D - Continuing stress on education regarding the effects of
> alcohol, and tobacco by making full use of research on th

The unit provides many different areas of study. It is not intended that
The teacher, understanding the needs of his pupils, should feel free to choose the
which meet his particular situation.

Because research is every day uncovering new facts and insights concernin
the teacher will prepare, with the aid of his class, a personal file of current mat

"The federal funds in this project were provided by ESEA Title III. Titl
Secondary Education Act is designed to encourage the development of new ideas, to
innovations in education through exemplary programs and to supplement existing prog

INTRODUCTION

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presented in the classroom. The teacher must be careful not to condemn others for
intelligent persons may be found on both sides of the issues.

ost young people begin to encounter experiences with tobacco, alcohol, and narcotics
t and teenage years. Plato wrote that the purpose of education is to develop the
so as to make him a more complete person and a fit member of society. Following
e best way for young students to face a problem is to be well informed about it.
e their decisions on discretion and common sense with a certain amount of independent

are technique is a futile attempt--students are more receptive to information when
s their own feelings and are free to ask questions that trouble them. If we as
st, if we present the known facts well, if we present them without distortion or
own attitudes and values are sound, we can be confident that we are helping young
trouble in their young lives, and to make intelligent decisions regarding alcohol,

ion has stated its goals in this field as follows:

ntinuing stress on education regarding the effects of narcotics,
cohol, and tobacco by making full use of research on these problems.

any different areas of study. It is not intended that all activities be pursued.
e needs of his pupils, should feel free to choose the subject matter and materials
uation.

every day uncovering new facts and insights concerning this area, it is hoped that
h the aid of his class, a personal file of current materials.

in this project were provided by ESEA Title III. Title III of the Elementary and
signed to encourage the development of new ideas, to demonstrate worthwhile
ugh exemplary programs and to supplement existing programs."

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a. Morphine . . . . .

b. Heroine . . . . .

c. Codeine . . . . .

2. Barbiturate . . . . .

a. Phenobarbital . . . . .

b. Seconal . . . . .

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OBJECTIVES

GENERAL

To teach the facts about tobacco, alcohol, and drugs so that the students will be concerning their use.

To correlate these facts with health studies.

KNOWLEDGE

TOBACCO

General

Smoking is casually related to lung, oral, laryngeal, esophageal, urinary, and cardiovascular, and other diseases are related to smoking.

Specific

Cigarette smoking is the nation's leading habit.

It is important to make wise decisions concerning the use of tobacco.

The past history of tobacco has led to its excessive use today.

Cigarette advertising strongly influences many people.

Most heavy smokers use cigarettes rather than pipes or cigars.

The tobacco habit is hard to break; it is easier not to start smoking than to

Tobacco and its smoke contain many poisons.

Smoking speeds the heart beat and may cause a rise in blood pressure.

Smoking lowers the temperature of the skin, especially that of the hands and f circulation develops.

OBJECTIVES

GENERAL

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KNOWLEDGE

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any poisons.

nd may cause a rise in blood pressure.

of the skin, especially that of the hands and feet. This means poor

Tobacco smoke makes the lining of the mouth red and dry. It may cause inflamed thro
and coughing.

Statistics indicate that the death rate for smokers is 70% higher than it is for nonsm

The Surgeon General's Advisory Committee on Smoking found conclusive evidence that smo
health and a cause of many diseases, especially those of the respiratory system. The
of tobacco is the cigarette.

There are no sound arguments to justify smoking.

The U.S. Government is taking action to educate the public.

DRUGS

General

To gain an understanding of the proper and improper use of drugs, the effects of thes
system, and the ultimate effect on personal health and society.

The increasing use of stimulants, depressants, and hallucinogenic drugs is a matter o

Specific

Drugs are substances which produce effects which alter the activity of body cells.

There are proper medical uses for drugs. Certain drugs that are valuable medicines c
There are proper and improper uses of drugs.

Drugs may be classified as stimulants, depressants, or hallucinogens. Slang vocabula
drugs.

Stimulants are drugs which produce excitation, alertness, and wakefulness.

Depressants are drugs which slow the central nervous system producing relaxation and/

OBJECTIVES (continued)

g of the mouth red and dry. It may cause inflamed throat, chronic harshness,

death rate for smokers is 70% higher than it is for nonsmokers.

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s for drugs. Certain drugs that are valuable medicines can also be harmful poisons. r uses of drugs.

timulants, depressants, or hallucinogens. Slang vocabulary is associated with these

roduce excitation, alertness, and wakefulness.

slow the central nervous system producing relaxation and/or sleep.

Hallucinogens are drugs which produce sensations of distortion of such things as t
other bizarre effects.

Although marijuana does not cause physical addiction, it may lead to psychological
addicts began with marijuana.

Narcotic drugs can be defined scientifically and legally. (Example: Marijuana is
but legally it is treated as a narcotic. Cocaine is scientifically a stimulant, b
by law. Narcotic drugs are so designated by the Federal Government. They cause e
and development of tolerance.)

Several powerful and dangerous narcotic drugs are derived from opium.

No drugs should be taken unless prescribed by a physician or, as in the case of "o
parental supervision.

Everyone has serious problems at times. Some persons try to solve them conscious
stand and fight and make a satisfactory adjustment to the situation as it really i
it to be.

The person who starts using drugs may also start a habit that he will find very di

Drug addiction may be cured with hospital confinement and treatment. However, the
and desirous of help. The percentage of permanent cures is discouragingly low.

ALCOHOL

General

To gain an understanding of what alcohol is, how it is used commercially, how it
the body, and how it affects health and society.

Specific

There are many different types of alcohol. Beverage alcohol is ethyl alcohol. Me
wood and is poisonous.

OBJECTIVES (continued)

ıce sensations of distortion of such things as time, space, sound, color, and

hysical addiction, it may lead to psychological dependence; 80-90% of heroine

ntifically and legally. (Example: Marijuana is scientifically a hallucinogen, otic. Cocaine is scientifically a stimulant, but it is treated as a narcotic ignated by the Federal Government. They cause emotional and physical addiction

cotic drugs are derived from opium.

escribed by a physician or, as in the case of "over-the-counter drugs," under

imes. Some persons try to solve them consciously by running away. Others ctory adjustment to the situation as it really is--not as they would like

may also start a habit that he will find very difficult to break.

ospital confinement and treatment. However, the patient must be cooperative age of permanent cures is discouragingly low.

lcohol is, how it is used commercially, how it is abused, how it reacts in h and society.

alcohol. Beverage alcohol is ethyl alcohol. Methyl alcohol is made from

OBJECTIVES (continued)

There are industrial and medical uses for alcohol.

Alcohol's classification as a food is controversial; by most definitions it is called a po
has calories but no vitamins, minerals, or proteins; it is a food in one way and a poison

Alcohol is a drug and a depressant.

Alcoholic beverages are made by the process of fermentation.

Alcohol, according to most scientists and physicians, serves no useful purpose when it is
body.

Alcohol is not digested in the way that food is digested; rather, it is absorbed directly
stream.

The alcohol problem is a major health concern today.

Alcohol, when substituted for food, may cause serious conditions and disease in the body.
diseases such as beriberi and pellagra are often associated with alcoholism.

Alcohol affects mental and physical efficiency.

A blood alcohol level of .5% seriously affects the body processes.

Loss of behavior control may result in tragic impulsive actions.

Addiction to alcohol involves physiological dependence and severe withdrawal symptoms.

Acute alcoholism is usually accompanied by personality breakdown and physical, social, an
of the victim.

Alcohol has a definite affect on society. Traffic accidents, crime, broken homes, and in
and absenteeism result.

Aviation, railroad, and other transportation authorities forbid the use of alcohol while
are on duty.

OBJECTIVES (continued)

for alcohol.

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s, or proteins; it is a food in one way and a poison in another.

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iety. Traffic accidents, crime, broken homes, and industrial accidents

ortation authorities forbid the use of alcohol while their employees

OBJECTIVES (continued)

Environmental problems, unhappiness, and insecurity may lead to alcoholism as a
are a variety of reasons why people begin to drink.

Alcoholics are ill and should be assisted in every way possible to help themsel

The best way to insure good health when you are older is to live healthfully no

OBJECTIVES (continued)

ness, and insecurity may lead to alcoholism as an escape from reality. There
ople begin to drink.

e assisted in every way possible to help themselves.

lth when you are older is to live healthfully now.

OBJECTIVES (continued)

SKILLS

Development of application of scientific method to problem solving and making decisions.

Development of discrimination in newspaper and magazine reading.

Development of awareness of the problems that tobacco, drugs, and alcohol pose on society.

Development of critical thinking to make decisions after learning facts.

Development of:

writing reports
research and oral reports
taking notes
making comparisons
listening
discussion
outlining
summarizing
evaluating charts and graphs
library usage
personal interviews
making murals and bulletin board displays
appreciation of and respect for the decisions of others

OBJECTIVES (continued)

ATTITUDES

Personality is not fixed in childhood; it grows and develops throughout life, and it ca

The interests, attitudes, skills, practices, and knowledge you acquire during the next
decisive influence upon the rest of your life.

Adolescense is a critical stage of living that should be accepted, enjoyed, and pursue
maturity; normal teenage "growing pains" are the price of achieving maturity.

Teenage freedom goes hand-in-hand with teenage acceptance of more responsibility for pl
the adult years ahead.

Teenagers should strive to be well adjusted, creative persons, capable of expressing th
with others in work and play.

It is easier to refuse trying drugs for the first time than it ever is again.

It is important to develop good health practices and attitudes.

It is important to understand the reasons that people start taking drugs, smoking, or d

It is better for teenagers to learn to make good adjustments to their social problems,
"props" such as smoking, drinking, and taking drugs to relieve emotional tension and ma

Too many teenagers are trying to substitute smoking, drinking, and drugs for the develo

Happiness and peace of mind cannot be purchased in a corner drugstore. Happiness is in
and physical health. Tranquilizing drugs may have harmful as well as beneficial effect
taken only with medical advice and supervision.

Proper rest, sleep, exercise, food, medical care, emotional control, and general satisf
all help to keep the heart and body strong and healthy.

Smoking, drinking, and taking drugs are costly habits; are they worth the cost?

OBJECTIVES (continued)

ATTITUDES

grows and develops throughout life, and it can be changed.

es, and knowledge you acquire during the next ten years will have a
ife.

that should be accepted, enjoyed, and pursued as a stepping stone to
re the price of achieving maturity.

nage acceptance of more responsibility for planning and preparing for

d, creative persons, capable of expressing themselves and getting along

e first time than it ever is again.

actices and attitudes.

that people start taking drugs, smoking, or drinking.

ke good adjustments to their social problems, rather than to rely upon
king drugs to relieve emotional tension and make them feel mature.

te smoking, drinking, and drugs for the development of social poise.

chased in a corner drugstore. Happiness is important to good mental
may have harmful as well as beneficial effects and they should be
ision.

al care, emotional control, and general satisfaction with one's life
g and healthy.

ostly habits; are they worth the cost?

OBJECTIVES (continued)

Your eyes, ears, and other senses must be protected; it is extremely important th
protected.

Your habits will change as you go through life; they are learned--not inborn.

We are born able to learn self-control; by forming good habits, we can check our

Habits can be your friends or enemies. They can help you get what you want out o

Every age has its special problems to which one must make a creative successful a
happy, heathful, and useful life.

OBJECTIVES (continued)

es must be protected; it is extremely important that the inner senses also be

go through life; they are learned--not inborn.

control; by forming good habits, we can check our impulses when we think we should

nemies. They can help you get what you want out of life or keep from getting it

ems to which one must make a creative successful adjustment if he is to lead a

e.

MOTIVATING ACTIVITIES

TOBACCO

Invite a resource person from the Cancer Society or Heart Association to te
Ask him to tell only enough of the highlights to stimulate interest.

Encourage students to talk about what they already know about the effects
collection of newspaper and magazine articles relating to smoking. Ask the
made by cigarette advertisers.

Ask students about some of the good habits they have; also encourage thei
like to break. Ask, "Are habits easily broken?". Show a film concerned w
(Example: "Phony Folks.")

Encourage students to tell about an anti-smoking commercial that they have

DRUGS

Encourage students to bring in newspaper and magazine clippings concernin
about some phase of drug abuse.

Discuss some of the proper uses of drugs; allow students time to tell abou
have taken and the effect that these medicines have had on them.

Invite a pharmacist or doctor to tell about some of the interesting new de

Encourage students to tell about some of the abuses of drugs that they hav

Collect and analyze drug advertisements.

Ask a law enforcement officer to talk about legal control of drugs.

ALCOHOL

Compare the appearance and actions of alcohol to those of water.

Talk about the many uses of alcohol in industry. Show a film. (Example:

Collect advertisements concerned with alcohol.

MOTIVATING ACTIVITIES

er Society or Heart Association to tell some of the effects of tobacco.
hlights to stimulate interest.

they already know about the effects of tobacco. Have them make a
rticles relating to smoking. Ask them to analyze some of the claims

bits they have; also encourage their telling about habits they would
y broken?". Show a film concerned with cigarette advertising.

nti-smoking commercial that they have recently seen on TV.

per and magazine clippings concerning drug abuse. Have volunteers tell

ugs; allow students time to tell about some of the medicines that they
medicines have had on them.

about some of the interesting new developments in drugs.

of the abuses of drugs that they have heard about.

ts.

about legal control of drugs.

alcohol to those of water.

in industry. Show a film. (Example: "Science of Alcohol.")

alcohol.

TEACHING HINTS FOR SLOW AND RAPID LEARNERS

Make brief assignments for slow learners; assign lessons from pamphlets or Heart Assoc

Open book lessons are ideal for slow learners; check their ability to make brief, writte magazine articles and news stories.

Show slower learners as often as necessary how to use phonetic pronunciations and defin Check to see if they can properly use dictionary guide words and pronunciation keys.

Encourage slow learners to participate in supplementary activities and class discussion

Slow learners will enjoy looking and reading the following:

"I'll Choose the High Road" - ACS

"A Light on the Subject of Smoking" - U.S. Government Printing Office, #448

"Where There's Smoke" - ACS, #2017

"Why Nick the Cigarette is Nobody's Friend" - U.S. Government Printing Office, #447

Rapid learners will be keenly interested in learning the scientific facts about alcohol Challenge them to their best efforts.

Supplementary activities will help the student form mature opinions about alcohol, toba

Help rapid learners expand their technical vocabulary and increase their understanding

Challenge rapid learners with extra activities concerned with the way the human brain w alcohol, tobacco, and drugs on it and the other body cells.

Rapid learners will enjoy doing research with the following books:

Consumers Union Report on Smoking and Health

Report to the Surgeon General

Drugs - Life Series

TEACHING HINTS FOR SLOW AND RAPID LEARNERS

learners; assign lessons from pamphlets of Heart Association and Cancer Society

slow learners; check their ability to make brief, written study notes from ies

s necessary how to use phonetic pronunciations and definitions of new terms. rly use dictionary guide words and pronunciation keys.

ticipate in supplementary activities and class discussions.

ng and reading the following:

- ACS

Smoking" - U.S. Government Printing Office, #448

, #2017

Nobody's Friend" - U.S. Government Printing Office, #447

interested in learning the scientific facts about alcohol, tobacco, and narcotics. efforts.

help the student form mature opinions about alcohol, tobacco, and narcotics.

eir technical vocabulary and increase their understanding of their own bodies.

extra activities concerned with the way the human brain works and the effect of n it and the other body cells.

ng research with the following books:

Smoking and Health

ral

TOBACCO

Concepts	Teacher Materials	Studer
I. Part of growing up consists of acquiring information which will help you make important decisions. Some of the decisions you make will concern the use of tobacco, drugs, and alcohol. This section will be concerned with tobacco.	Filmstrip: "Cigarettes and Health - A Challenge to Educators" - ACS Reprint: "The Facts on Teen-Age Smoking" - ACS "What We Know About Children and Smoking" - #1711, U.S. Government Printing Office	"Shall I Ditto: Smoke" "I'll CH ACS Ditto: Ditto: Ditto:
A. The past history of tobacco has led to its excessive use today.	"Cigarette Quiz" - #EM415 - MHA "Parents, Teachers, Students Take A New Look at Cigarettes and the Schools" - NEA	Ditto: Ditto: Cigaret Health Foresma About A Foresma
B. Cigarette advertising is influential. One must be careful to analyze the facts.	Health For All, Book 7 - Scott Foresman, 1965 - pp. 177-181 "Smoking - The Great Dilemma" - #361 - ACS	"A Ligh #448 -

Teacher Materials	Student Materials
Filmstrip: "Cigarettes and Health - A Challenge to Educators" - ACS	"Shall I Smoke?" - #2042, ACS
Reprint: "The Facts on Teen-Age Smoking" - ACS	Ditto: Quiz - "To Smoke or Not to Smoke"
"What We Know About Children and Smoking" - #1711, U.S. Government Printing Office	"I'll Choose the High Road" - #2075.01 ACS
	Ditto: "Cigarette Quiz"
	Ditto: "Vocabulary Quiz"
"Cigarette Quiz" - #EM415 - MHA	Ditto: "History Quiz"
"Parents, Teachers, Students Take A New Look at Cigarettes and the Schools" - NEA	Ditto: "Tobacco - From Seed to Cigarette"
	Health For All, Book 6 - Scott Foresman, 1965 - pp. 196-199
	About All of Us, Book 6, Scott Foresman, 1960 - pp. 198-199
Health For All, Book 7 - Scott Foresman, 1965 - pp. 177-181	"A Light on the Subject of Smoking" - #448 - MHA
"Smoking - The Great Dilemma" - #361 - ACS	

Audio Visual	Motivating Questions	Activiti
Posters: American Heart Association Filmstrip and Record: "To Smoke or Not to Smoke" Filmstrip and Record: "I'll Choose the High Road"	What are some of the decisions that you have made today? What decisions were already made for you? What future decisions will you have to make? How should a person try to make intelligent decisions? (Ellicit idea of learning the facts on both sides of the issue through research, education, etc.) What forms of communication are influential in helping people make decisions? (Newspapers, television, magazines, radio, etc.)	Give stu tobacco Encourag stress others vidual
Film: "Smoking - Past and Present" - American Cancer Society Filmstrip: "Tobacco History" - Eyegate, #190-F (Cassette)	Think back to what you learned in the fifth grade about the importance of tobacco in the South prior to and following the Civil War. What do you recall about the history of tobacco?	Researc "Early
Film: #1163 - "Phony Folks"	Tell about some of the TV commercials that advertise cigarettes. What are some of their claims? Do you often hear many of the same claims from different manufacturers? What is a wise way to evaluate the claims? (Ellicit the idea of studying the facts.)	Collect newspap Analyze and eva Discuss seen on lend th campaig posters

Motivating Questions	Activities
What are some of the decisions that you have made today? What decisions were already made for you? What future decisions will you have to make? How should a person try to make intelligent decisions? (Ellicit idea of learning the facts on both sides of the issue through research, education, etc.) What forms of communication are influential in helping people make decisions? (Newspapers, television, magazines, radio, etc.)	Give student questionnaire concerning tobacco; discuss questions. Encourage comments from students; stress importance of listening to others in class, of waiting for individual opportunity to speak, etc.
Think back to what you learned in the fifth grade about the importance of tobacco in the South prior to and following the Civil War. What do you recall about the history of tobacco?	Research: "History of Tobacco" or "Early Use of Tobacco by U.S. Settlers"
Tell about some of the TV commercials that advertise cigarettes. What are some of their claims? Do you often hear many of the same claims from different manufacturers? What is a wise way to evaluate the claims? (Ellicit the idea of studying the facts.)	Collect cigarette advertisements from newspapers and magazines. Analyze TV claims; students take notes and evaluate the claims. Discuss the anti-smoking campaigns now seen on TV. Make posters which will lend themselves to an anti-smoking campaign; display the finished posters.

Concepts	Teacher Materials
C. People smoke for a variety of reasons.	"Your Teenage Children and Smoking" #423 - MHA "Your Teen-Ager and Smoking" - OP-177 - AMA Basic Texts - Smoking: The Consumers Union Report on Smoking and the Public Interest Tobacco and Health, A Handbook for Teachers - Tane Press, 1968 Smoking and Health. Report of Advisory Committee to the Surgeon General of the Public Health Service - #1103 Summaries and Conclusions Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service - #2019 - ACS The Health Consequences of Smoking. 1968 Supplement to the 1967 Public Health Service Review.
II. Cigarettes contain many poisonous substances. A. Ammonia B. Arsenic C. Carbon monoxide D. Formaldehyde E. Hydrogen cyanide F. Hydrogen sulfide G. Insecticides H. Nicotine I. Tar	"Smoking: Facts You Should Know" - OP-42 - AMA, 1964 - p. 2-3

	Teacher Materials	Student Materials
ty	"Your Teenage Children and Smoking" #423 - MHA	"Smoke Cigarettes? Why?" - #2042 - ACS, 1968
	"Your Teen-Ager and Smoking" - OP-177 - AMA	
	Basic Texts - Smoking:	
	The Consumers Union Report on Smoking and the Public Interest	
	Tobacco and Health, A Handbook for Teachers - Tane Press, 1968	
	Smoking and Health. Report of Advisory Committee to the Surgeon General of the Public Health Service - #1103	
	Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service - #2019 - ACS	
	The Health Consequences of Smoking. 1968 Supplement to the 1967 Public Health Service Review.	
	"Smoking: Facts You Should Know" - OP-42 - AMA, 1964 - p. 2-3	"Facts for Teenagers - Smoking Health and You" - #424 - MHA
		"Why Nick the Cigarette is Nobody's Friend" - #447 - MHA

Audio Visual	Motivating Questions	Activi
Film: #1261 - "Smoke Anyone?" Film: "Is Smoking Worth It?" - ACS Transparency Series: "Why Smoke" Poster: "Why Be Another Sheep?"	Why do you think older people smoke? 1. Calm nerves 2. Control weight 3. Gain satisfaction Why do you think young people smoke? 1. Parents smoke 2. Friends smoke 3. Appear glamorous 4. Appear mature	Studen or old report
Film: #1167 - "No Smoking" Filmstrip: "Tobacco - Statistics and Chemistry" - Eyegate, #190-G (Frames 23-36)	Do you know of any substances present in tobacco? (Most will be familiar with tar and nicotine.) Do you think the same substances would be found in pipe and cigar tobacco? Why? Does a cigarette with a filter prevent poisons from entering your body?	Make a substa them. in hou Show s smoke Smokin Maniki "messa

tivating Questions	Activities
y do you think older people noke? 1. Calm nerves 2. Control weight 3. Gain satisfaction y do you think young people noke? 1. Parents smoke 2. Friends smoke 3. Appear glamorous 4. Appear mature	Students may wish to interview parents or older people who smoke and make reports to the class.
o you know of any substances resent in tobacco? (Most will be amiliar with tar and nicotine.) o you think the same substances ould be found in pipe and cigar obacco? Why? oes a cigarette with a filter revent poisons from entering your ody?	Make a list of some of most familiar substances and cite other uses for them. (Example: Ammonia--also found in household cleaning substances.) Show students a flask of tar that a smoker would inhale in 2-3 months. Smoking Sam Manikin - Modern Millie Manikin. Make a tape recording of a "message" for Sam and Millie to give.

Concepts	Teacher Materials	Stud
III. Smoking interferes with bodily functions and is therefore injurious to health.	"Cigarettes and Health" - #220A - ACS "Smoking - Why the FUSS?" - Narcotics Education, 1966 "1968 Cancer Facts and Figures" - ACS, 1968 "The Facts About Smoking and Health" - #1712, U.S. Government Printing Office "His First Cigarette May Be a Matter of Life or Death." - PTA	"Whe ACS "10 "Yo ACS "Sm Dit
IV. Smoking contributes directly and indirectly to disease. A. Cancer B. Respiratory diseases C. Cardiovascular D. Others (See p. 26 for additional information.)	"Cancer of the Lung." - U.S. Government Print. Office, 1968 "Cigarette Smoking - Chronic Bronchitis and Emphysema" - #1103-F U.S. Government Printing Office, 1966	Out Dit "Wh Smo MHA Dit

Teacher Materials	Student Materials
"Cigarettes and Health" - #220A - ACS	"Where There's Smoke . . ." - #2017 - ACS
"Smoking - Why the FUSS?" - Narcotics Education, 1966	"10 Little Smokers" - MHA
"1968 Cancer Facts and Figures" - ACS, 1968	"Your Health and Cigarettes" - #2085 - ACS, 1968
"The Facts About Smoking and Health" - #1712, U.S. Government Printing Office	"Smoking or Health" - Tane Press, 1966
"His First Cigarette May Be a Matter of Life or Death." - PTA	Ditto: "What Would You Do?"
"Cancer of the Lung." - U.S. Government Print. Office, 1968	Outline: "Diseases"
"Cigarette Smoking - Chronic Bronchitis and Emphysema" - #1103-F U.S. Government Printing Office, 1966	Ditto: "What Would You Say?"
	"What Everyone Should Know About Smoking and Heart Disease" - EM343 - MHA
	Ditto: "Tobacco Quiz"

Audic Visual	Motivating Questions	Ac
	Have you ever heard that cigarette smoke keeps insects away? Why do you think this might be true?	Ex De wh th Sn ar ar Pi di e: p.
Film: "The Huffless, Puffless Dragon" - ACS Transparency: "Respiratory and Digestive System" Poster: "Smoke the Money--It's Healthier" Filmstrip: "Tobacco and Health" Eyegate - #190H Film: "Barney Butt" - MHA Filmstrip: "Tobacco" - Q-Ed Productions	Do you know of any health hazards that are associated with smoking?	M d D t G s s T t e c s a a
Film: "Smoking and Heart Disease" - MHA Film: "A Breath of Air" - ACS Film: "Time Pulls the Trigger" - ACS	What type of diseases are often associated with smoking?	U s s D B D p

Motivating Questions	Activities
Have you ever heard that cigarette smoke keeps insects away? Why do you think this might be true?	Examine cigarette and pipe filters Devise experiments to show substances which are separated when smoke is sent through a filter. Smoking machine experiments. Smoking and Health Experiments, Demonstrations and Exhibits - #1843, U.S. Government Printing Office - pp. 1-8. Use residues from above experiments to show effects of smoke on living things - p. 9.
Do you know of any health hazards that are associated with smoking?	Make a scrapbook or bulletin board depicting ways to keep healthy. Devise experiments using a smoky cloth; then smell food. Give blindfolded and "nose-clamped" student a taste of apple--then pear to show the relationship of smell to taste. The numbing effect of tobacco upon the taste buds may be compared with the effect of extreme cold. Put an ice cube on the tongue of a student for several seconds and then determine his ability to taste sweet, sour, bitter, and salty substances.
What type of diseases are often associated with smoking?	Use a smoking machine (ACS) to demonstrate the residue found in cigarette smoke. Demonstrations: "Effect of Smoking on Body" - Smoking and Health Experiments, Demonstrations, and Exhibits, #1843, pp. 15-17.

Concepts	Teacher Materials	Stu
	Ditto: "Outline of Diseases"	"Wh Smo
	"Youth Looks at Cancer" - ACS	
	"What the Cigarette Commercials Don't Show" - ACS	
	"Teaching About Cancer" - #2040 - ACS	
V. Smoking is considered a hazard and the U.S. Government is taking ACTION to educate the public.	Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service - #2019, ACS	"Yo Are
	"100,000 Doctors Have Quit Smoking Cigarettes." - #2033 - ACS, 1968	"En #EM
	"If You Must Smoke" - #1786 U.S. Government Printing Office	Dit Cig
	"How to Break the Cigarette Habit" #GPO 937-882 National Clearinghouse for Smoking and Health	Boo Sta
	"It's Not Too Late to Stop Smoking Cigarettes" - #386 - MHA	Dit
	Reprint: "Coming: Action to Reduce Cigarette Smoking" - Reader's Digest - December, 1968	

Teacher Materials	Student Materials
Ditto: "Outline of Diseases"	"What to Tell Your Parents About Smoking" - #EM 427 - AHA
"Youth Looks at Cancer" - ACS	
"What the Cigarette Commercials Don't Show" - ACS	
"Teaching About Cancer" - #2040 - ACS	

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Summaries and Conclusions. Smoking and Health. Report of the Advisory Committee to the Surgeon General of the Public Health Service - #2019, ACS

"100,000 Doctors Have Quit Smoking Cigarettes." - #2033 - ACS, 1968

"If You Must Smoke" - #1786 U.S. Government Printing Office

"How to Break the Cigarette Habit" #GPO 937-882 National Clearinghouse for Smoking and Health

"It's Not Too Late to Stop Smoking Cigarettes" - #386 - MHA

Reprint: "Coming: Action to Reduce Cigarette Smoking" - Reader's Digest - December, 1968

"You Can Quit Smoking - Young Smokers Aren't Really Hooked." - #433 - MHA

"Enjoy the Pleasures of Not Smoking" - #EM 437 - MHA

Ditto: "How to Say No When Offered a Cigarette."

Bookmarks: "Best Tip Yet--Don't Start."

Ditto: "Quiz - Tobacco"

Audio Visual	Motivating Questions	Activities
Bulletin board display of cigarette package with the "Hazard to Health" shown. Filmstrip: "Tobacco - Report of U.S. Surgeon General's Advisory Committee, 1964" - Eyegate #190-I	Why was the Advisory Committee to the Surgeon General formed? By whose request? When? Who was on the committee? What work is being done by the Cancer Society and Heart Association to inform people about smoking? Do you favor the proposal, made by some student councils in some high schools that smoking areas be set apart for student use? Give reasons for your decision. Smoking is a costly habit. Is it worth it?	Discussion film: "A Experiment Diseased Experiment Exhibits Procure s use in a your stud color, we Inflate t respirati on respir Organize "The Wo Associ "The Wo Societ Review T Use stati Research spent on amount wi highways,

Motivating Questions	Activities
	Discussion of Charlie's Health. (From film: "A Breath of Air" - ACS)
	Experiment: "Respiration--Healthy vs. Diseased Lung" - Smoking and Health Experiments, Demonstrations and Exhibits - #1843 - p. 14
	Procure some hog or sheep lungs for use in a class demonstration. Let your students note their size, shape, color, weight, and general appearance. Inflate the lungs. Discuss human respiration and the effect of smoking on respiration.
Why was the Advisory Committee to the Surgeon General formed? By whose request? When? Who was on the committee?	Organize a student panel discussion on: "The Work of the American Heart Association" or "The Work of the American Cancer Society in Relation to Smoking"
What work is being done by the Cancer Society and Heart Association to inform people about smoking?	Review TV anti-smoking commercials.
Do you favor the proposal, made by some student councils in some high schools that smoking areas be set apart for student use? Give reasons for your decision.	Use statistics and correlate with math.
Smoking is a costly habit. Is it worth it?	Research concerning amount of money spent on tobacco in 1968; compare this amount with that spent on education, highways, and churches.

TOBACCO (continued)

Concepts	Teacher Materials	Studen
	"Smoking - the Great Dilemma" - #361 - pp. 8-9 and 18	

Teacher Materials	Student Materials
"Smoking - the Great Dilemma" - #361 - pp. 8-9 and 18	

Audio Visual	Motivating Questions	Activi
	Smokers sometimes argue that many smokers do not contract any form of lung cancer. They use this as an argument that smoking does not cause lung cancer. What is your opinion?	Deter 1-2 pa "What amount
	Could the economy of our nation be affected if everyone were to quit smoking? ("Smoking - the Great Dilemma" - #361 - p. 8-9 and 18.)	Discus "Summa Repor
	Discussion on smoking may lead into discussion of smoking marijuana (drug section).	Set u the t Given
		Exhib and " and H and E

Motivating Questions	Activities
Smokers sometimes argue that many smokers do not contract any form of lung cancer. They use this as an argument that smoking does not cause lung cancer. What is your opinion?	Determine how much a person who smokes 1-2 packs a day spends in a year. Ask "What else might be done with that amount of money?"
Could the economy of our nation be affected if everyone were to quit smoking? ("Smoking - the Great Dilemma" - #361 - p. 8-9 and 18.)	Discuss Table 1 and Table 2 of the "Summary of the Surgeon General's Report."
Discussion on smoking may lead into discussion of smoking marijuana (drug section).	Set up a panel discussion or debate on the topic: "Should the Government be Given the Power to Control Smoking?"
	Exhibits: "Smoking Machine Results," and "Smoking Information" - Smoking and Health Experiments, Demonstration, and Exhibits - #1843 - pp. 18-19

VI. DISEASES DIRECTLY RELATED TO SMOKING

A. Cancer
   1. Lung
   2. Larynx (voice box)
   3. Lip
   4. Esophagus
   5. Mouth
   6. Pharynx (throat)
   7. Cheek
   8. Urinary bladder

B. Respiratory Diseases
   1. Chronic bronchitis
   2. Emphysema
   3. Chronic bronchopulmonary

C. Cardiovascular Diseases
   1. Coronary artery disease
   2. Coronary heart disease
   3. Buerger's disease

D. Others
   1. Peptic ulcer
   2. Sinusitis

VII. GLOSSARY

ammonia - colorless, pungent gas composed of nitrogen and hydrogen--NH_3; used in and as a strong cleaning fluid

arsenic - a silvery-white, brittle, very poisonous chemical; compounds of it are cides, glass, medicines; arsenic trioxide has no taste

cancer - a malignant growth of tissue usually ulcerating, tending to spread, an ill health; a carcinoma or sarcoma

carbon monoxide - compound of carbon and oxygen; given off in car exhaust; produced by t of any carbonaceous material

carcinoma - any of several kinds of epithelial cancer

cardiac - of or near the heart; relating to the upper part of the stomach

cardiovascular disease - disease of the vessels of the heart

cell - small microscopic mass of protoplasm; performs life functions

chronic bronchitis - inflammation of the bronchial tubes; continuing for a long time

cilia - hairlike processes found on many cells; capable of vibratory or lashin

coronary - pertaining to either of two arteries--right or left--which arise from tissues of the heart

coronary artery disease - disease of the above mentioned arteries

decision - the act of making up one's mind; a judgment or conclusion reached or g deciding or settling a question

VII. GLOSSARY

gent gas composed of nitrogen and hydrogen--NH_3; used in fertilizers, medicine, g cleaning fluid

e, brittle, very poisonous chemical; compounds of it are used in making insecti- medicines; arsenic trioxide has no taste

owth of tissue usually ulcerating, tending to spread, and associated with general carcinoma or sarcoma

rbon and oxygen; given off in car exhaust; produced by the incomplete combustion ceous material

kinds of epithelial cancer

heart; relating to the upper part of the stomach

vessels of the heart

pic mass of protoplasm; performs life functions

f the bronchial tubes; continuing for a long time

sses found on many cells; capable of vibratory or lashing movement

either of two arteries--right or left--which arise from the aorta to supply e heart

e above mentioned arteries

king up one's mind; a judgment or conclusion reached or given; the act of ettling a question

GLOSSARY (continued)

depressant - lowering the rate of muscular or nervous activity

emphysema - an abnormal swelling of the alveoli of the lungs or the lungs

formaldehyde - poison frequently used as a disinfectant

habit - custom practice - an inclination for an action acquired by repetition

hazard - risk; danger; peril

hydrogen cyanide - poisonous gas; used in execution of criminals

hydrogen sulfide - poisonous gas; smell of rotten eggs (Yellowstone Park)

insecticide - preparation for destroying insects

lung cancer - cancer of the lungs

maturity - state or quality of being developed

nicotine - $C_{10}H_{14}N_2$--colorless, oily poison used as insecticide;

sarcoma - form of cancer arising from nonepithelial tissue such cartilage or bone

stimulant - something which arouses or excites--spurs on

tar - material that stains the inside of a smoker's lungs an sticky brown to black liquid with a pungent odor; obta of wood, peat, shale; tars are produced of hydrocarbon preserving surfaces and organic compounds

tobacco - products such as cigars, cigarettes, and snuff prepare which belongs to the nightshade family

GLOSSARY (continued)

he rate of muscular or nervous activity

l swelling of the alveoli of the lungs or the tissue connecting the alveoli of the

equently used as a disinfectant

ation for an action acquired by repetition

ger; peril

gas; used in execution of criminals

gas; smell of rotten eggs (Yellowstone Park)

on for destroying insects

the lungs

quality of being developed

-colorless, oily poison used as insecticide; stimulant drug; found in tobacco leaves

ancer arising from nonepithelial tissue such as connective tissue, lymphalic tissue,
or bone

which arouses or excites--spurs on

that stains the inside of a smoker's lungs and acts as a slow tissue poison; thick,
own to black liquid with a pungent odor; obtained by the destructive distillation
peat, shale; tars are produced of hydrocarbons and their derivatives; used in
g surfaces and organic compounds

such as cigars, cigarettes, and snuff prepared from the leaves of the tobacco plant
longs to the nightshade family

DRUGS

Concepts	Teacher Materials	Student Mate
I. We should be concerned with the use of drugs--proper and improper	"How Quality and Reliability Are Compounded Into Modern Drugs" - Geigy Pharmaceuticals, 1966	Outline prop drugs.
A. Proper (Under Physician's Direction)	Drugs, Life Science Library, 1967	Health For A & Co., 1965
1. Relieve pain 2. Relieve anxieties, quiet nerves, and help insomnia 3. Anesthetic 4. Disease treatment 5. Inhalent to reduce swelling caused by colds and other infections 6. Scientific experiments 7. Help combat fatigue, relieve depression, and help control weight	Health and Safety, Harcourt, Brace and World, Inc., 1963 - pp. 313-316 and p. 326 Health and Fitness, D.C. Heath & Co., 1962 - pp. 321-324 Health For All, Book 7, Scott Foresman, 1965 - pp. 174-176 Health For All, Book 8, Scott Foresman, 1965 - pp. 126-130	About All c & Co., 1960 Drugs, Life

	Teacher Materials	Student Materials
the proper 's quiet somnia colds s nts , and	"How Quality and Reliability Are Compounded Into Modern Drugs" - Geigy Pharmaceuticals, 1966 Drugs, Life Science Library, 1967 Health and Safety, Harcourt, Brace and World, Inc., 1963 - pp. 313-316 and p. 326 Health and Fitness, D.C. Heath & Co., 1962 - pp. 321-324 Health For All, Book 7, Scott Foresman, 1965 - pp. 174-176 Health For All, Book 8, Scott Foresman, 1965 - pp. 126-130	Outline proper and improper use of drugs. Health For All, Book 6, Scott Foresman & Co., 1965 - pp. 194-195 and 201 About All of Us, Book 6, Scott Foresman & Co., 1960 - pp. 196-197 Drugs, Life Science Library, 1967

Audio Visual	Motivating Questions	Acti
Film: #1131 - "Drugs and the Nervous System"	What is meant by the word, "drug"?	Disc
Transparencies: #1-4 - "Drugs"	What kind of drugs have you taken? What effect did they have on you?	Stud conc
Film: #1164 - "Narcotics--The Inside Story" (may also be used with Section II B.)	What are some of the new "miracle" drugs or "wonder" drugs that we hear about?	Have heal deve to b writ of w and stud thei
	What are habits? (Acts that are learned by repetition until they have become automatic.)	
	What habits do you have? Would you like to break any of your habits? Would you like to develop some good habits? Are there any habits that your parents would like you to develop? Are there any they would like you to break?	Give Habi a Po
	What traits and habits help a person succeed on his job?	Disc cabl day cann
	What traits and habits do you admire in your friends? Why? Dislike? Why?	Invi disc
	To what extent can a sixth grade student plan and control his or her own future life? (Ellicit idea that very young people can control their futures by developing good health and social habits and by accepting responsibilities.)	Have maga coun anal by t
	Is it safe to take pills without medical supervision?	

	Motivating Questions	Activities
ts	What is meant by the word, "drug"?	Discuss the proper uses of drugs.
	What kind of drugs have you taken? What effect did they have on you?	Students prepare a bulletin board concerned with proper uses of drugs.
ide	What are some of the new "miracle" drugs or "wonder" drugs that we hear about?	Have each student select one good health practice that he wants to develop and one poor one that he wants to break. Ask each student to keep a written record for at least one week of what he did to start the good habit and to break the poor one. Then have students make reports to the class on their individual progress.
	What are habits? (Acts that are learned by repetition until they have become automatic.)	
	What habits do you have? Would you like to break any of your habits? Would you like to develop some good habits? Are there any habits that your parents would like you to develop? Are there any they would like you to break?	Give a skit, "How to Break a Poor Habit," or sattire, "How Not to Break a Poor Habit."
	What traits and habits help a person succeed on his job?	Discuss the statement, "Habit is a cable; we weave a thread of it each day until it becomes so strong we cannot break it."
	What traits and habits do you admire in your friends? Why? Dislike? Why?	Invite a pharmacist or doctor to discuss proper uses of drugs.
	To what extent can a sixth grade student plan and control his or her own future life? (Ellicit idea that very young people can control their futures by developing good health and social habits and by accepting responsibilities.)	Have students cut out newspaper and magazine advertisements on "over-the-counter" drugs. Have the class analyze and evaluate the claims made by the advertisements.
	Is it safe to take pills without medical supervision?	

DRUGS (continued)

Concepts	Teacher Materials
B. Improper 1. Effect on self a. Habit forming (psychological dependency) b. Tolerance, withdrawal illness (physical dependency) c. Motor and reasoning skills affected 2. Effect on society a. Violent crimes b. Non-violent crimes c. Industrial loss due to absenteeism and accidents	"The Crutch That Cripples: Drug Dependence" - #OP163 - AMA "Drug Abuse: A Dead-End Street" Teacher's Manual - H.K. Simon Co 1967 "Drug Abuse" - Scouting - A Maga for Adults - March, 1969 "Why Students Turn to Drugs" - Reader's Digest, April, 1968 "Pills That Make You Feel Good" Redbook, August, 1968 "Students and Drug Abuse" - Toda Education NEA Journal, March, 19 "Dangers of Drug Abuse" - PTA Magazine, May, 1968 "The Medicated Man" - U.S. Government Printing Office, 196 "The Menace of Drug Abuse" - American Education, May, 1966 "Our New Drug Addicts" - McCall April, 1965 "Britain's Rx for Our Drug Addi Saturday Evening Post, August 1 1966 "Realities We Must Face--But Wo Life, March 5, 1965 "Why Addicts Relapse" - Science News, May 4, 1968

	Teacher Materials	Student Materials
lf rming (psycho- dependency) e, withdrawal (physical cy) d reasoning ffected ciety crimes ent crimes al loss due teeism and s	"The Crutch That Cripples: Drug Dependence" - #OP163 - AMA	"Drug Abuse: A Dead-End Street" - H. K. Simon Co., 1967
	"Drug Abuse: A Dead-End Street" - Teacher's Manual - H.K. Simon Co., 1967	"Let's Talk About Drugs" - Tane Press, 1969
	"Drug Abuse" - Scouting - A Magazine for Adults - March, 1969	
	"Why Students Turn to Drugs" - Reader's Digest, April, 1968	
	"Pills That Make You Feel Good" - Redbook, August, 1968	
	"Students and Drug Abuse" - Today's Education NEA Journal, March, 1969	TEACHER MATERIALS MAY BE USED WITH CAPABLE STUDENTS WITH THE DISCRETION OF THE TEACHER.
	"Dangers of Drug Abuse" - PTA Magazine, May, 1968	
	"The Medicated Man" - U.S. Government Printing Office, 1967	
	"The Menace of Drug Abuse" - American Education, May, 1966	
	"Our New Drug Addicts" - McCalls, April, 1965	
	"Britain's Rx for Our Drug Addicts" Saturday Evening Post, August 13, 1966	
	"Realities We Must Face--But Won't" Life, March 5, 1965	
	"Why Addicts Relapse" - Science News, May 4, 1968	

Audio Visual	Motivating Questions	Ac
Transparencies: #3 - "The Use of Drugs--Proper--Improper"	What are some of the slang terms given to different types of drugs?	Lea abu the ali wi
Poster: "Avoid the Pitfalls of Bad Habits"	What are "pep pills," "pot," "acid," "speed," etc.?	qu cla abo ans stu
Filmstrip: "Rx: Not For Kicks" - Q-Ed Productions	Why might a teenager use drugs improperly?	and of rat in sou con
	How might a person become accidentally addicted to a drug?	
	What are some of the things that may happen to a person who takes narcotics or other addicting drugs?	
	What responsibilities do you have now that you did not have five years ago? What additional responsibilities might you have five years from now? Ten years from now?	Tel mai tha and the
		Hav or pro pec dis

	Motivating Questions	Activities
se of	What are some of the slang terms given to different types of drugs?	Lead into a general discussion of the abuses of drugs today. Give students the opportunity to tell you what they already know about drugs. Students will probably start to ask you many questions. Try to get others in the class to tell what they have heard about the subject in question. Don't answer too many questions. Tell the students that there are many facts and fallacies connected with the study of drugs. Ask them how to determine fact from fallacy. Elicit idea that information must be researched from sources which have made studies concerning drugs.
of Bad	What are "pep pills," "pot," "acid," "speed," etc.?	
cks" -	Why might a teenager use drugs improperly?	
	How might a person become accidentally addicted to a drug?	
	What are some of the things that may happen to a person who takes narcotics or other addicting drugs?	
	What responsibilities do you have now that you did not have five years ago? What additional responsibilities might you have five years from now? Ten years from now?	Tell students that there are three main classifications of drugs and that this study will cover the proper and improper uses of these drugs and their effects on the user.
		Have students bring to class magazine or newspaper articles dealing with the problem of drug addiction in young people. Use these as a basis for discussion or for individual reports.

Concepts	Teacher Materials	Student
	Drugs for Young People: Their Use and Abuse, Pergamon Press, Inc., 1968	
	Drug Addiction in Youth, Pergamon Press, Inc., 1965	
	The Drug Scene, McGraw Hill, 1968	
	Drug Abuse: Escape to Nowhere, Smith, Kline, and French, 1967	
II. There are many types of drugs:	"Marijuana" - #OP 198 - AMA	Ditto:
A. Hallucinogenic	"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office	"Marijua "Marihua Answers' Printing
1. Marijuana	"A Father's Frank Talk About Marijuana" - Good Housekeeping, February, 1968	Ditto:
	"LSD and Marijuana" - Science, March 15, 1968	Ditto: (to acco
	"Marijuana Law" - The New Republic, March 23, 1968	
	"Marijuana or Alcohol--Which Harms Most?" - U.S. News and World Report, February 5, 1968	
	"But Mom, Everybody Smokes Pot" - McCalls, September, 1968	
	"The Great Marijuana Plot" - Signature, April, 1969	

Teacher Materials	Student Materials
Drugs for Young People: Their Use and Abuse, Pergamon Press, Inc., 1968	
Drug Addiction in Youth, Pergamon Press, Inc., 1965	
The Drug Scene, McGraw Hill, 1968	
Drug Abuse: Escape to Nowhere, Smith, Kline, and French, 1967	
"Marijuana" - #OP 198 - AMA	Ditto: Vocabulary for unit
"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office	"Marijuana" - #OP 198 - AMA
"A Father's Frank Talk About Marijuana" - Good Housekeeping, February, 1968	"Marihuana--Some Questions and Answers" - #1829, U.S. Government Printing Office
"LSD and Marijuana" - Science, March 15, 1968	Ditto: Outline - "Marijuana"
"Marijuana Law" - The New Republic, March 23, 1968	Ditto: "Marijuana--A Foolish Fad" (to accompany filmstrip)
"Marijuana or Alcohol--Which Harms Most?" - U.S. News and World Report, February 5, 1968	
"But Mom, Everybody Smokes Pot" - McCalls, September, 1968	
"The Great Marijuana Plot" - Signature, April, 1969	

Audio Visual	Motivating Questions	Acti
Film: "Marijuana" (Great Falls Public Library) Transparencies: #24, 30-32 - "Hallucinogen" - #26 - "Marijuana" Filmstrip: "Marijuana--A Foolish Fad" - Q-ED Filmstrip: "Narcotic Background" - Eyegate Poster: "When Flower Children Go To Pot, They Become Blooming Idiots"	What are some of the slang terms given to marijuana? Why are such exciting slang names given to drugs? Do you think these names make them more exciting than they are? What problems can result from the use of marijuana? Why do adolescents sometimes feel awkward or out of place? Is it normal to want to belong to a group? (Ellicit idea that this is a very strong need in both young and older people.) What is self-pity? Why do you think it is a destructive emotion? Is it normal to want to be recognized? What is the difference between favorable and unfavorable recognition? What is meant by the word character? Reputation? What is the relationship between the two?	Let t debat Harmi List ment Discus to ac shots are re or as Report Stress group desire often to go Stress easy a is not is the Have 5 five-m trate juana

Motivating Questions	Activities
What are some of the slang terms given to marijuana?	Let the class select four students to debate the subject, "Is Marijuana Harmful?"
Why are such exciting slang names given to drugs? Do you think these names make them more exciting than they are?	List ways to refuse offers to experiment with unknown substances.
What problems can result from the use of marijuana?	Discuss why it should be a rule never to accept as a gift any pills, potion, shots, beverages, or cigarettes that are recommended as having magic powers or as giving thrills.
Why do adolescents sometimes feel awkward or out of place?	Report on the history of marijuana.
Is it normal to want to belong to a group? (Ellicit idea that this is a very strong need in both young and older people.)	Stress that wanting to belong to a group and wanting attention are normal desires. Ellicit the idea that it often takes a great deal of "strength" to go against the wishes of the gang. Stress the idea that growing up is not easy and that facing responsibilities is not always the easiest way, but it is the best way.
What is self-pity? Why do you think it is a destructive emotion?	
Is it normal to want to be recognized? What is the difference between favorable and unfavorable recognition?	
What is meant by the word character? Reputation? What is the relationship between the two?	Have 5-6 students prepare and give a five-minute dramatic skit to illustrate the sequence idea, "From Marijuana to More Dangerous Drugs."

DRUGS (continued)

Concepts	Teacher Materials
2. LSD	"LSD--Some Questions and Answers" #1828, U S. Government Printing Office
	"LSD" - #OP 194 - AMA - 1968
	The LSD Story, Fawcett Publications 1966
	"LSD: The False Illusion" - Reprint from FDA Papers, July-August, 1967
	"LSD: The False Illusion - Part 2 Reprint from FDA Papers, September, 1967
	Ditto: Teacher Outline - p. 54
	"Denver and the Dope Problem" - Empire Magazine - October 22, 1967
	"LSD--Tune In, Turn On, Drop Out Permanently" - Glamour - May, 1967
	"Penalties for LSD" - Time - March 8, 1968
	"Hung on LSD--Stuck on Glue?" - Reprint from American Education, U.S. Government Printing Office - 1968
	"The Town That Went Mad" - Look - June 25, 1968
	"Your Child and Drug Addiction" - Listen - July, 1968

Teacher Materials	Student Materials
"LSD--Some Questions and Answers" #1828, U S. Government Printing Office	"LSD--Some Questions and Answers" - #1828. U.S. Government Printing Office
"LSD" - #OP 194 - AMA - 1968	"LSD" - #OP 194 - AMA - 1968
The LSD Story, Fawcett Publications, 1966	Ditto: Outline; LSD
"LSD: The False Illusion" - Reprint from FDA Papers, July-August, 1967	"LSD. Trip or Trap" - Tane Press - 1969
"LSD: The False Illusion - Part 2 Reprint from FDA Papers, September, 1967	
Ditto: Teacher Outline - p. 54	
"Denver and the Dope Problem" - Empire Magazine - October 22, 1967	
"LSD--Tune In, Turn On, Drop Out Permanently" - Glamour - May, 1967	
"Penalties for LSD" - Time - March 8, 1968	
"Hung on LSD--Stuck on Glue?" - Reprint from American Education, U.S. Government Printing Office - 1968	
"The Town That Went Mad" - Look - June 25, 1968	
"Your Child and Drug Addiction" - Listen - July, 1968	

Audio Visual	Motivating Questions	Activities
Film: #1193 - "LSD--Insight to Insanity" Transparency: #24; 30-32 - "Hallucinogens" - #27 - "LSD" Film: "Fight or Flight" - (Great Falls Police Department) Filmstrip: "LSD: Worth the Risk?"	What do you think LSD is? Have you read or heard anything about its abuses? What is meant by, "Taking a trip"? Why would a person want to try LSD? Do you know of any slang vocabulary connected with LSD? (acid) Is it wise to try LSD even once? What future harm might result after experimentation with LSD?	Discuss c have conce Discuss o Show film discussio Use transp how LSD c now being Contact c enforcemen recent la LSD have

Motivating Questions	Activities
What do you think LSD is?	Discuss comments that students may have concerning the use of LSD.
Have you read or heard anything about its abuses?	Discuss outline on LSD.
What is meant by, "Taking a trip"?	Show film and use film guide to lead discussion.
Why would a person want to try LSD?	Use transparency #27 and talk about how LSD occurs naturally and how it is now being made synthetically.
Do you know of any slang vocabulary connected with LSD? (acid)	Contact county attorney and law enforcement offices to find out what recent laws concerning the control of LSD have been passed.
Is it wise to try LSD even once?	
What future harm might result after experimentation with LSD?	

DRUGS (continued)

Concepts	Teacher Materials	Stude
3. Peyote	The LSD Story, Fawcett, 1966, pp. 19-22	"Glue
4. DMT	"Glue Sniffing" - Tane Press, 1967	"Glue
5. Glue Sniffing	"Glue Sniffing" - #OP 195 - AMA - 1968	Ditto
B. Depressant	"The Problem: Alcohol-Narcotics" - Tane Press	"A St Alcoh
1. Narcotic (Opiates) Medical--not legal classification	"At Last--A Non-Addicting Substitute for Morphine?" - Reader's Digest, April, 1968	"Narc Answe Print
a. Morphine	"Narcotics--Some Questions and Answers" - #1827, U.S. Government Printing Office, 1968	"Hook Print
b. Hercine	"Narcotics--Why the Fuss?" - Narcotics Education, 1967	Ditto
c. Codeine	"Merchants of Heroine" - Reader's Digest, August and September, 1968	
	"Kicking the Habit" - Time - January 17, 1969	
	"New Hope for Drug Addicts" - Look, November 30, 1965	
	"Give Drugs to Addicts So We Can Be Safe" - Saturday Evening Post, July 30, 1966	

Teacher Materials	Student Materials
The LSD Story, Fawcett, 1966, pp. 19-22 "Glue Sniffing" - Tane Press, 1967 "Glue Sniffing" - #OP 195 - AMA - 1968	"Glue Sniffing" - Tane Press, 1967 "Glue Sniffing" - #OP 194 - AMA - 1968 Ditto: Poem - "A Tube of Glue"
"The Problem: Alcohol-Narcotics" - Tane Press "At Last--A Non-Addicting Substitute for Morphine?" - Reader's Digest, April, 1968 "Narcotics--Some Questions and Answers" - #1827, U.S. Government Printing Office, 1968 "Narcotics--Why the Fuss?" - Narcotics Education, 1967 "Merchants of Heroine" - Reader's Digest, August and September, 1968 "Kicking the Habit" - Time - January 17, 1969 "New Hope for Drug Addicts" - Look, November 30, 1965 "Give Drugs to Addicts So We Can Be Safe" - Saturday Evening Post, July 30, 1966	"A Student Supplement to the Problem: Alcohol and Narcotics" - Tane Press "Narcotics--Some Questions and Answers" - #1827, U.S. Government Printing Office, 1968 "Hooked" - #1610, U.S. Government Printing Office, 1967 Ditto: Outline - Heroine

Audio Visual	Motivating Questions	Activities
Transparencies: #24: 30-32 - "Hallucinogen" - #25 - "Peyote" - #28-29 - "Glue Sniffing and Tell-Tale Sniffer"	Are you familiar with the legal use of peyote by the Native American Church? Why do young people try "glue sniffing"? What are some of the effects of it? Do you think these people would try it if they knew the dangers?	Report on Native Am legal use of peyote "Mescaline," Vol. M "Cactus," Vol. C, p Use of transparenci Read and discuss po
Film: #1164 - "Narcotics--The Inside Story" Transparencies: #19-23 - "Opium and Narcotics" Film: #1164 - "Narcotics--Pit of Despair" Filmstrip: "Narcotic Background" - Eyegate #194 C Filmstrip: "Narcotics and Health" - #194 D - Eyegate Filmstrip: "Narcotics: Uses and Abuses" - Q-Ed Productions	Tell students that the word narcotic comes from the Greek word narke which means "numbness." Ask what connection this fact has to do with narcotic drugs. What do you know about the connection between narcotics and crime? Why do you think organized crime is involved in peddling drugs? How does a drug addict become the problem of society? Does morphine have medical uses today? (Yes, under strict medical supervision.) Codeine is a product of opium. Have you ever tasted codeine? Where? (cough syrups)	Install a question might submit proble or, Ask each student to questions concerni Discuss the differ psychological and Report on use of m Civil War. Report on opium--e it is found, growt how it is harveste drugs. Use earphones with accompanies filmst panel discussion.

	Motivating Questions	Activities
- 1-Tale	Are you familiar with the legal use of peyote by the Native American Church?	Report on Native American Church's legal use of peyote (1968 World Book) "Mescaline," Vol. M, p. 344 and "Cactus," Vol. C, p. 11
	Why do young people try "glue sniffing"?	Use of transparencies
	What are some of the effects of it? Do you think these people would try it if they knew the dangers?	Read and discuss poem and booklet.
m	Tell students that the word narcotic comes from the Greek word narke which means "numbness." Ask what connection this fact has to do with narcotic drugs.	Install a question box which students might submit problems for discussion. or Ask each student to submit one or two questions concerning narcotic drugs.
of	What do you know about the connection between narcotics and crime?	Discuss the difference between psychological and physical addiction.
d" -	Why do you think organized crime is involved in peddling drugs?	Report on use of morphine during the Civil War.
th" -	How does a drug addict become the problem of society?	Report on opium--early history, where it is found, growth peculiarities, how it is harvested and made into drugs.
nd	Does morphine have medical uses today? (Yes, under strict medical supervision.)	Use earphones with Cassette tape which accompanies filmstrip. Follow with panel discussion.
	Codeine is a product of opium. Have you ever tasted codeine? Where? (cough syrups)	

DRUGS (continued)

Concepts	Teacher Materials	Student
2. Barbiturate	"Barbiturates" - #OP 196 - AMA - 1968	"Barbitu 1968
a. Phenobarbital		
b. Seconal	"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office	"The Ups and Barb Governme
c. Sodium pentothal (truth serum)	Ditto: Outline - "Barbiturates"	Ditto:
		"Let's T Pep Pill izers an
3. Tranquilizer		
a. Miltown		
b. Librium Trade Names		
c. Equanil		
4. Alcohol	ALCOHOL WILL BE DISCUSSED IN UNIT PAGES 90 TO 116	
5. Bromide		
a. Nervine		
b. Sodium bromide		
c. Neurosine		
C. Stimulant	"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office	"The Ups and Barb Governme
1. Cocaine		

	Teacher Materials	Student Materials
	"Barbiturates" - #OP 196 - AMA - 1968	"Barbiturates" - #OP 196 - AMA - 1968
	"The Ups and Down Drugs--Amphetamines and Barbiturates" - U.S. Government Printing Office	"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office
	Ditto: Outline - "Barbiturates"	Ditto: Outline - "Barbiturates"
		"Let's Talk About Goof Balls and Pep Pills" - (including tranquilizers and LSD) - Tane Press, 1969
e Names		
	ALCOHOL WILL BE DISCUSSED IN UNIT PAGES 90 TO 116	
	"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office	"The Ups and Down Drugs--Amphetamines and Barbiturates" - #1830, U.S. Government Printing Office, 1968

Audio Visual	Motivating Questions	Activities
Transparencies: #13-18 - "Barbiturates"	What are some necessary precautions in the use of sleeping pills?	Research - barbiturat
	Do you know any slang terms for barbiturates? (Goof balls, candy, peanuts, etc.)	Report: T barbiturat
	Why might barbiturates be called goof balls?	Report on law.
	Have you heard of any motion picture stars and noted persons whose deaths have been attributed to sleeping pill overdose? (Marilyn Monroe - Dorothy Kilgallen.)	
Transparency: #12 - "Tranquilizers"	What are tranquilizers and how are they used by doctors?	Collect ne articles a "relax."
	Bromo-Seltzer is a bromide. Have you ever taken it? What effect does it have?	Select a p of whether tranquiliz ness pills supervisio
		Discuss ad Seltzer; b directions
Film: #1131 - "Drugs and the Nervous System"	Have you ever heard of novacaine? Where? (Dental use) Have you heard of procaine? Where? (Local anesthetic)	Research c of cocaine

	Motivating Questions	Activities
rates"	What are some necessary precautions in the use of sleeping pills?	Research - proper uses of barbiturates.
	Do you know any slang terms for barbiturates? (Goof balls, candy, peanuts, etc.)	Report: Tragic effect of overuse of barbiturates.
	Why might barbiturates be called goof balls?	Report on use of truth serum by the law.
	Have you heard of any motion picture stars and noted persons whose deaths have been attributed to sleeping pill overdose? (Marilyn Monroe - Dorothy Kilgallen.)	
s"	What are tranquilizers and how are they used by doctors?	Collect newspaper and magazine articles advertising drugs which "relax." Discuss the claims made.
	Bromo-Seltzer is a bromide. Have you ever taken it? What effect does it have?	Select a panel to discuss the question of whether or not one should take tranquilizing drugs--so-called happiness pills--other than with medical supervision.
		Discuss advertising claims on Bromo-Seltzer; bring in bottle and discuss directions.
	Have you ever heard of novacaine? Where? (Dental use) Have you heard of procaine? Where? (Local anesthetic)	Research concerning the proper uses of cocaine and its derivatives.

DRUGS (continued)

Concepts	Teacher Materials
2. Benzedrine--type	"On Amphetamines" - Look Magazine, March 5, 1968 "Amphetamines" - #OP 197 - AMA - 1968
3. Caffeine	Ditto: Outline - "Stimulants"
4. Methedrine	"The Cruel Chemical World of Speed" - Look, March 5, 1968
III. Slang vocabulary has been given to drugs.	SEE TEACHER INFORMATION, VI - Pages 47 to 64
IV. Abstention is the best prevention. It is easier to start taking drugs than it is to stop.	Reference materials from Concepts I-III Drug Abuse: Escape to Nowhere, Smith, Kline, and French, 1967

	Teacher Materials	Student Materials
pe	"On Amphetamines" - Look Magazine, March 5, 1968 "Amphetamines" - #OP 197 - AMA - 1968	"Amphetamines" - #OP 197 - AMA - 1968
	Ditto: Outline - "Stimulants"	Ditto: Outline - "Stimulants"
	"The Cruel Chemical World of Speed" - Look, March 5, 1968	Advanced students may read "The Cruel Chemical World of Speed" and plan a panel discussion concerning it.
een given	SEE TEACHER INFORMATION, VI - Pages 47 to 64	Teacher may encourage study of slang terms as each new drug is studied. Slang vocabulary may be listed by students and clearified by teacher as many misconceptions may be found.
preven- start s to stop.	Reference materials from Concepts I-III Drug Abuse: Escape to Nowhere, Smith, Kline, and French, 1967	Ditto: "What Would You Do?" Ditto: "What Would You Say?" Ditto: "Drug Quiz" Teacher reference materials at the discretion of the teacher.

Audio Visual	Motivating Questions	Activiti
Transparencies: #7-11 - "Stimulants" Poster: "Bennies--Breakfast of Chumpions"	What are some of the medical uses of stimulants? Why might astronauts be given stimulants? Diet pills are stimulants. Tell what you know about diet pills. What effect do they have on a person.	List pr which i for a l time. studyin
	What is the name of the drug found in coffee and tea? Have you heard any comments concerning its effects on people drinking beverages containing caffeine?	Student coffee to the
Student-made posters depicting proper and improper uses of stimulants.	Discuss the "Hippie" expression, "Speed kills." What do you think this means? What kind of problems might be caused by "pep pills"?	Explain is give to othe "Crysta methedr
	How do you think slang came into existence? Stress idea that it is important to understand some slang terms because they are the "vocabulary" of doctors and scientists as well as drug abusers.	Clarif Teache Collect article
Film: #1193 - "LSD: Insight or Insanity" Film: "Fight or Flight" Either of the above films may be re-shown.	Why should you not, <u>even once</u>, experiment with drugs. Why are doctors and dentists qualified to prescribe drugs?	Student reasons others "It w "Ever "Don' "Be a

	Motivating Questions	Activities
mulants" of	What are some of the medical uses of stimulants? Why might astronauts be given stimulants? Diet pills are stimulants. Tell what you know about diet pills. What effect do they have on a person.	List professions or activities in which it is desirable to stay awake for a longer than normal period of time. (Truck drivers, students studying for exams, etc.)
	What is the name of the drug found in coffee and tea? Have you heard any comments concerning its effects on people drinking beverages containing caffeine?	Students may interview parents about coffee use and report their findings to the class.
ng stimulants.	Discuss the "Hippie" expression, "Speed kills." What do you think this means? What kind of problems might be caused by "pep pills"?	Explain that the slang term, "speed" is given to methedrine but may refer to other types of stimulants. "Crystal" or "Meth" also refers to methedrine.
	How do you think slang came into existence? Stress idea that it is important to understand some slang terms because they are the "vocabulary" of doctors and scientists as well as drug abusers.	Clearification of slang terms. See Teacher Information, VI. Collect magazine and newspaper articles containing drug slang terms.
t or y be	Why should you not, <u>even once</u>, experiment with drugs. Why are doctors and dentists qualified to prescribe drugs?	Students might evaluate the following reasons given by those who try to get others to experiment with narcotics: "It won't hurt you." "Everybody does it." "Don't be chicken." "Be a regular guy."

DRUGS (continued)

Concepts	Teacher Materials
V. Society is protected by laws regulating drugs. A. Harrison Act B. FDA Amendments, 1965	See Teacher Information VI Previous reference materials, especially Public Health Service pamphlets and FDA Fact Sheets.

Teacher Materials	Student Materials
See Teacher Information VI Previous reference materials, especially Public Health Service pamphlets and FDA Fact Sheets.	Advanced students may use teacher materials for research concerning drug laws.

Audio Visual	Motivating Questions	Activi
		Have s page e topics
		"The K In Ten
		"What
		With t essays
		Have a this q
		"If yo get 5 what 5 why?"
		Discus person
		After the ri once. Reader
		Discus to bec
		Make b depict
	How are illegal drugs smuggled into the country?	Report enforc

Motivating Questions	Activities
	Have students write a paragraph or one page essay on one of the following topics: "The Kind of Person I Would Like To Be In Ten Years from Now." "What I Want Most Out of Life."
	With the aid of the class, select the essays to be read and discussed.
	Have a panel discussion concerning this question: "If you could rub Alladin's lamp and get 5 things you want most out of life, what 5 things would you choose and why?"
	Discuss how use of drugs can prevent a person's getting the most from life.
	After seeing the film on LSD, discuss the risk taken by taking drugs even once. Refer to April issue of Reader's Digest, 1968.
	Discuss the number of years required to become a doctor or dentist.
	Make bar, line graphs, and charts depicting and correlating statistics.
How are illegal drugs smuggled into the country?	Reports concerning laws and law enforcement.

DRUGS (continued)

Concepts	Teacher Materials	St
	The teacher may enjoy reading "Merchants of Heroine" - Reader's Digest, August, September, 1968	

Teacher Materials	Student Materials
The teacher may enjoy reading "Merchants of Heroine" - Reader's Digest, August, September, 1968	

Audio Visual	Motivating Questions	Activiti
	Have you read about any punishments given to those who have illegally used or sold drugs?	Write fo rehabili (Hospita Lexingto Health S of Healt informat Culminat debate, area of found pa

Motivating Questions	Activities
Have you read about any punishments given to those who have illegally used or sold drugs?	Write for information concerning rehabilitation of drug addicts. (Hospitals at Fort Worth, Texas or Lexington, Kentucky; the Public Health Service and Montana State Board of Health in Helena are also good information sources.) Culminate with panel discussion, debate, or program highlighting an area of drugs which the students found particularly interesting.

VI. TEACHER INFORMATION

EXAMPLES OF DRUG TYPES

I. Hallucinogenic

- A. Marijuana
- B. LSD-25
- C. Peyote (mescal and mescaline)
- D. DMT (dimethyltryptamine)
- E. Glue sniffing, inhaling lighter fluid fumes, gasoline, ether, nutmeg, depressant)
- F. Psilocybin
- G. Psilocyn
- H. Jimson weed derivatives (stramonium)

II. Depressant

- A. Opium
  1. Morphine
  2. Heroine
  3. Codeine
  4. Dilaudid
  5. Metapon
  6. Paregoric
  7. Laudanum
  8. Demerol)
  9. Methadone) synthetic substitutes for morphine
  10. Pantapon
- B. Barbiturate
  1. Luminal
  2. Phenobarbital (Nembutal)
  3. Amytal
  4. Seconal
  5. Barbital
  6. Pentothal
  7. Sodium pentothal (truth serum)

VI. TEACHER INFORMATION

EXAMPLES OF DRUG TYPES

l and mescaline)
tryptamine)
, inhaling lighter fluid fumes, gasoline, ether, nutmeg, etc. (sometimes listed as

erivatives (stramonium)

)
) synthetic substitutes for morphine

ital (Nembutal)

ntothal (truth serum)

C. Tranquilizer

1. Miltown
2. Librium
3. Equanil
4. Valium
5. Vistaril
6. Ultran
7. Serax
8. Thalidomide

D. Alcohol (See "Alcohol Section" of Unit)

E. Bromide

1. Nervine
2. Neurosine
3. Sodium bromide
4. Potassium bromide
5. Triple bromides

III. Stimulant

A. Cocaine

B. Benzedrine

1. Benzedrine-amphetamine
2. Benzedrex
3. Dexedrine
4. Tuamine
5. Desyphed

C. Caffeine

D. Methedrine

E. Dexedrine

F. Nicotine

DRUG SOURCES

HALLUCINOGENS

Marijuana - Found in the flowering tops, leaves, and flowers of the Indi usually dried, crushed, or chopped into small pieces

There are three grades of cannabis prepared in India

1. Bhang - cheap; low potency; usually drunk; marijuana marijuana is 1/5 to 1/8 as potent as charas
2. Ganja - two to three times as potent; made from resi mostly smoked
3. Charas - pure resin obtained from plants or dried flo and sifted form of charas, but in literature cannabis

LSD - Lysergic acid diethylamide tartrate; synthesized from lyserg that grows on rye and wheat; now it is made synthetically

Peyote - Mexican cactus; peyote buttons are ground into powder; only religious ceremonies of Native American Church; not likely t may cause psychological dependence; mescal and mescaline are

DMT - Dimethyltryptamine; natural constituent of seeds of certain South America; powder made from these seeds was used as snuf Columbus arrived in the New World; DMT produces effects simi required; also prepared synthetically; may cause psychologic

Glue - A hydrocarbon

Psilocybin - Prepared from a mushroom found in Central America

DOM-(STP) - Prepared synthetically

TEACHER INFORMATION (continued)

DRUG SOURCES

lowering tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; crushed, or chopped into small pieces

e grades of cannabis prepared in India

- cheap; low potency; usually drunk; marijuana compares in potency; when smoked, marijuana is 1/5 to 1/8 as potent as charas or hashish

- two to three times as potent; made from resin of plant or the dried flower; mostly smoked

- pure resin obtained from plants or dried flowers; hashish is actually a powdered and sifted form of charas, but in literature hashish refers to any form of cannabis

diethylamide tartrate; synthesized from lysergic acid present in ergot, a fungus rye and wheat; now it is made synthetically

s; peyote buttons are ground into powder; only legal when used in bona fide emonies of Native American Church; not likely to cause physical dependence but chological dependence; mescal and mescaline are forms of peyote

amine; natural constituent of seeds of certain plants found in the West Indies and ; powder made from these seeds was used as snuff (called conoba) at the time ved in the New World; DMT produces effects similar to LSD but larger doses are o prepared synthetically; may cause psychological addiction--not physical

n

m a mushroom found in Central America

thetically

DEPRESSANTS

Opium - Prepared from the juice of the unripe seed capsules of the opium p
mainly in China, Turkey, Iran, and Yugoslavia; contains such alkal
and papaverine; American addicts seldom take opium--rather they ta
opiates such as heroine

Codeine - A form of opium; present in some cough medicines th
prescription, but pharmacist must, by Federal law,
the person purchasing it; 1/6 as strong as morphine

Morphine - A form of opium; may be legally sold by prescriptic
probably the most valuable of narcotics in medical
needed to reduce pain; slang, "Miss Emma" or "White

Paregoric - Opium; benzoic acid, and camphor; used to check int

Laudanum - Tincture of opium; alcohol and water

Barbiturate - Made chemically by heating a mixture of substances related to malo
compound found in urine, blood, and lymph of man and other mammals

Tranquilizer - Example is reserpine--a crystalline alkaloid extracted from the ro
quilizers are closely related to sedatives; quiet nerves and reduc
one to sleep

Alcohol - Colorless; volatile liquid; C_2H_5OH (ethyl alcohol); pungent smell;
of fermented grains, fruit juices, and starches

Bromides - Composed of bromine and another element; bromine is a chemical ele
in color; bromine is used in making dyes, in photography, and in a
quieting effect on nerves

STIMULANTS

Cocaine - A crystalline alkaloid made from dried coca leaves; Indians of Sou
with lime; this keeps them from feeling tired or hungry--doesn't r
habit-forming and may ruin health; properly used as a local anesth
disease of nose and eye; stimulates the heart and central nervous
hallucinations--both visual and tactual; addicts may sniff or inje
terms "C" or "Snow"

TEACHER INFORMATION (continued)

ted from the juice of the unripe seed capsules of the opium poppy; the opium poppy is grown
y in China, Turkey, Iran, and Yugoslavia; contains such alkaloids as morphine, codeine,
apaverine; American addicts seldom take opium--rather they take its derivatives--the
es such as heroine

deine - A form of opium; present in some cough medicines that may be sold without a prescription, but pharmacist must, by Federal law, have the name and address of the person purchasing it; 1/6 as strong as morphine

rphine - A form of opium; may be legally sold by prescription under strict regulations; probably the most valuable of narcotics in medical use because of small dose needed to reduce pain; slang, "Miss Emma" or "White Stuff"

regoric - Opium; benzoic acid, and camphor; used to check intestinal fermentation

udanum - Tincture of opium; alcohol and water

chemically by heating a mixture of substances related to malonic acid, and urea (a
und found in urine, blood, and lymph of man and other mammals); made synthetically

le is reserpine--a crystalline alkaloid extracted from the root of an Indian shrub; tran-
zers are closely related to sedatives; quiet nerves and reduce tension without putting
o sleep

less; volatile liquid; C_2H_5OH (ethyl alcohol); pungent smell; made from the distillation
rmented grains, fruit juices, and starches

sed of bromine and another element; bromine is a chemical element, usually reddish-brown
lor; bromine is used in making dyes, in photography, and in anti-knock motor fuel; has a
ing effect on nerves

stalline alkaloid made from dried coca leaves; Indians of South America chew the leaves
lime; this keeps them from feeling tired or hungry--doesn't nourish the body; becomes
-forming and may ruin health; properly used as a local anesthetic and in treatment of
se of nose and eye; stimulates the heart and central nervous system; overdoses produce
cinations--both visual and tactual; addicts may sniff or inject cocaine; called by slang
s "C" or "Snow"

Novacaine and procaine - Harmless relatives and are used by denti
a tooth; physicians use it as a local an

Benzedrine - Obtained from ephedrine which is obtained from certain desert shrubs

Methedrine - Methamphetamine hydrochloride; slang - "Speed," "Crystal"

Caffeine - Chemical formula - $C_8H_{10}N_4O_2$; odorless, slightly bitter solid; found
amounts increases circulation and is harmless; in large amounts caus
headaches, and digestive disturbances; produced from plants in pure
made in laboratory; caffeine is used as a stimulant of the heart and
remedy for poison of alcohol, opium, and other drugs that depress th

Nicotine - An acrid, poisonous, oily alkaloid, $C_{10}H_5NO_2$, contained in the leave

TEACHER INFORMATION (continued)

nd procaine - Harmless relatives and are used by dentists when filling or pulling a tooth; physicians use it as a local anesthetic

ephedrine which is obtained from certain desert shrubs

ne hydrochloride; slang - "Speed," "Crystal"

la - $C_8H_{10}N_4O_2$; odorless, slightly bitter solid; found in tea and coffee; in small ases circulation and is harmless; in large amounts causes nervousness, sleeplessness, d digestive disturbances; produced from plants in pure form in 1820; can now be atory; caffeine is used as a stimulant of the heart and nervous system and as a ison of alcohol, opium, and other drugs that depress the nervous system

sonous, oily alkaloid, $C_{10}H_5NO_2$, contained in the leaves of tobacco

MARIJUANA

Marijuana - Found in the flowering tops, leaves, and flowers of the Indian hemp plant, ca
dried, crushed, or chopped into small pieces

I. Proper uses

A. None (except medical research)
B. No medical uses
C. Illegal in United States

II. Improper uses

A. Smoked in form of short cigarette or pipe
B. Sniffed
C. Eaten or drunk; may be baked in cookies
D. May be habit forming (dependence rather than addiction)

III. Symptoms resulting

A. Physical

1. Dehydrates body
2. Heart beat increases
3. Lowering of body temperature
4. Eyes redden; pupils enlarge
5. Stimulates appetite

B. Mild intoxication

1. Unsteady
2. Drowsy (stupor)

C. Behavior

1. May become loud
2. May become talkative
3. May appear very happy

D. Long-term physical effects not yet known

E. If used daily and heavily, mental illness may result

TEACHER INFORMATION (continued)

MARIJUANA

ing tops, leaves, and flowers of the Indian hemp plant, cannabis sativa; usually
chopped into small pieces

esearch)

tes

rt cigarette or pipe

e baked in cookies
(dependence rather than addiction)

ses
temperature
ls enlarge
te

ive
appy
ffects not yet known
avily, mental illness may result

F. May cause one to seek stronger drug

IV. Law

A. Federal

1. To have, give, or sell is a felony in the United States
2. Penalty - 2-10 years imprisonment plus fine up to $20,000
   second offense - 5-20 years; third offense - 10-40 years
3. Penalty - 5-20 years imprisonment for first offense (for s

B. State

V. Slang

Pot	Roach	Kif (North Ame
Hay	Grass	Charas (India)
Weed	Jive	Gage
Hemp	Mary Jane	Griefo
Hashish	Rope	Joint
Ganja	Texas Tea	Locoweed
Reefer	Bhang (India)	Mezz
Sticks	Dagga (South America)	Mutah

TEACHER INFORMATION (continued)

ne to seek stronger drug

, give, or sell is a felony in the United States
- 2-10 years imprisonment plus fine up to $20,000 for first offense (for possession);
offense - 5-20 years; third offense - 10-40 years
- 5-20 years imprisonment for first offense (for selling); second offense - 10-40 years

Roach	Kif (North America)
Grass	Charas (India)
Jive	Gage
Mary Jane	Griefo
Rope	Joint
Texas Tea	Locoweed
Bhang (India)	Mezz
Dagga (South America)	Mutah

HALLUCINOGENS

Hallucinogens - Drugs which produce hallucinations and distortions

Example: LSD

I. Proper uses

A. No accepted use in medical practice
B. Reports that LSD helps in treatment of neurotics and alcoholics have not b
follow-up studies indicate improvements not lasting
C. Reports that LSD helps aid autistic children, psychotic children, and adul
evaluated
D. Government--aproved use for research

II. Improper uses

A. Taken in sugar cube, cracker, cookie or licked off a stamp or other object
B. Injected
C. Inhaled

III. Symptoms resulting (results are unpredictable)

A. Physical

1. Increased pulse and heart rate and causes a rise in blood pressure and
2. Dilated eye pupils
3. Shaking of hands and feet
4. Cold sweaty palms, shivering, chills with goose pimples
5. Flushed face or paleness
6. Wet mouth
7. Irregular breathing
8. Nausea
9. Loss of appetite

B. Mental

1. Effect of change of environment--sensory impressions may be translated
2. Mystical feeling (some users report a sense of rebirth or new insight)

TEACHER INFORMATION (continued)

HALLUCINOGENS

roduce hallucinations and distortions

nedical practice
ips in treatment of neurotics and alcoholics have not been evaluated completely;
ndicate improvements not lasting
ips aid autistic children, psychotic children, and adults is being tested and

use for research

, cracker, cookie or licked off a stamp or other object treated with drug

ılts are unpredictable)

and heart rate and causes a rise in blood pressure and temperature
ils
s and feet
ms, shivering, chills with goose pimples
paleness

ning

e

e of environment--sensory impressions may be translated or merged into another
g (some users report a sense of rebirth or new insight)

3. Users believe increase of creativity occurs; studies fail to
4. May impair user's power of concentration and ability to think
5. Hallucinations are both visual and auditory

IV. Dangers reported

A. Panic--because user can't stop drug's action; may fear loss of mi
B. Paranoia--feel someone is trying to harm him or control his think
C. Recurrence--visions seen while on LSD trip may recur
D. Accidental death due to feeling that user can fly or float; user
may occur due to a bad trip
E. Mental derangement
F. Indirectly leads to chromosome damage and abnormal birth defects
G. Effects may last 8-10 years and may recur without taking the drug

V. Laws (Federal Drug Abuse Control Amendments, 1965)

A. For illegal production, sale or distribution

1. Imprisonment from 1-3 years with fines of $1,000-$10,000
2. Persons over 18 who sell or give drugs to anyone under 21--im
to $15,000

B. State laws--penalties vary

VI. Slang

Acid
Acid head

TEACHER INFORMATION (continued)

se of creativity occurs; studies fail to support this viewpoint
ver of concentration and ability to think
oth visual and auditory

t stop drug's action; may fear loss of mind
s trying to harm him or control his thinking
while on LSD trip may recur
feeling that user can fly or float; user may think he can't be harmed; suicide
rip

nosome damage and abnormal birth defects in offspring
ars and may recur without taking the drug

trol Amendments, 1965)

sale or distribution

3 years with fines of $1,000-$10,000
sell or give drugs to anyone under 21--imprisonment up to six years and fines

ry

GLUE SNIFFING

Glue Sniffing - is the voluntary inhalation of fumes of airplane glue, gasoline, al
thinner, lighter fluid, etc.

I. Proper uses

A. None

II. Improper uses

A. Inhaling airplane glue
B. Inhaling other hydrocarbons

1. Gasoline
2. Alcohol
3. Cleaning fluid
4. Paint thinner
5. Lighter fluid

III. Symptoms resulting

A. Euphoria (giddy, silly, excited - feel "good all over")
B. Loss of muscular coordination
C. Slurred speech
D. Blurred vision
E. Ringing in ears
F. Mild hallucinations
G. Nausea
H. Depression
I. Drowsiness
J. Stupor
K. Unconsciousness
L. Tolerance (need for larger doses); habit develops
M. Loss of weight
N. Lowering of blood pressure
O. Loss of interest in home and school activities

TEACHER INFORMATION (continued)

GLUE SNIFFING

lation of fumes of airplane glue, gasoline, alcohol, cleaning fluid, paint
d, etc.

ited - feel "good all over")
on

doses); habit develops

d school activities

P. Toxic (poisonous) effect on

1. Brain

a. Crimes--theft--injure others
b. Endanger lives of others and self

2. Kidney
3. Liver
4. Bone marrow

Q. Leads to more serious drugs
R. Death

IV. Laws

A. Several states have passed laws (in Maryland--misdemeanor)
B. Retailers have curbed access by ceasing to stock airplane glue; ret quantities of glue, gasoline, paint thinner, lighter fluid, etc.

TEACHER INFORMATION (continued)

effect on

neft--injure others
lives of others and self

ious drugs

ve passed laws (in Maryland--misdemeanor)
rbed access by ceasing to stock airplane glue; retailers question those buying large
e, gasoline, paint thinner, lighter fluid, etc.

OPIUM

Opium - a powerful narcotic drug made from the juice of the opium poppy; opium
it is cultivated in India, Egypt, and Turkey; the plant grows 3-4 feet
commercial opium comes from the juice of the unripened seed pod--as soo
the juice is taken; as the juice dries, it becomes brown and gummy; now
to refineries where it is changed to a white powder with a distinctive

I. Proper uses

A. Morphine

1. In large doses will relieve pain and permit sleep
2. In small doses will reduce pain without sleep
3. Overdose will cause death by slowing lungs until they stop funct
4. Used in treatment of these diseases and conditions:

a. Cancer
b. Cardiac asthma
c. Whooping cough
d. To allay vomiting and check diarrhea
e. Gallstones
f. Renal colic
g. Internal hemorrhage
h. Traumatic shock
i. Congestive heart failure
j. Threatened abortion

B. Codeine

1. Commonly used orally and hypodermically to relieve pain, spasm, a
2. Used to treat severe coughs, asthma, intestinal pains, and neura

C. Paregoric

1. Used to check intestinal fermentation

II. Improper uses (See Heroine Outline)

TEACHER INFORMATION (continued)

OPIUM

drug made from the juice of the opium poppy; opium is native to Greece and the Orient; India, Egypt, and Turkey; the plant grows 3-4 feet and contains a milky juice; nes from the juice of the unripened seed pod--as soon as petals fall, pods are slit and as the juice dries, it becomes brown and gummy; now it is rolled into balls and shipped it is changed to a white powder with a distinctive odor and a sharp, bitter taste.

s will relieve pain and permit sleep
s will reduce pain without sleep
cause death by slowing lungs until they stop functioning
ment of these diseases and conditions:

sthma
cough
vomiting and check diarrhea
s
ic
hemorrhage
shock
e heart failure
d abortion

orally and hypodermically to relieve pain, spasm, and as a sedative
severe coughs, asthma, intestinal pains, and neuralgia

intestinal fermentation

Heroine Outline)

911 115

HEROINE

Heroine - a dangerous drug obtained from the opium poppy; a depressant

I. Proper uses

- A. None
- B. Illegal in United States

II. Improper uses

- A. Sniffed as a powder (snorting)
- B. Injected (mainlining)
- C. Most commonly used by American addicts

III. Symptoms resulting

- A. Slows body organs
  1. Affects heart; poor circulating results
  2. Cold, clammy feeling to body
  3. Addict may wear surplus clothing
- B. Withdrawal symptoms; addict sweats, shakes, get chills, diarrhea, vo his stomach
- C. Addicts clothing is often soiled and unkept; rarely bathes
- D. Malnutrition may result
- E. Crave sugar
- F. Infection may result from unsanitary conditions of injection
- G. Lives for "fix"
- H. Dependence
  1. Physical - tolerance develops
  2. Psychological

IV. Law (Harrison Act, 1914)

- A. First offense--illegal possession--2-10 years
- B. Second offense--illegal possession--5-20 years
- C. First offense--illegal sale--fine of $20,000 and 5-20 years

TEACHER INFORMATION (continued)

HEROINE

d from the opium poppy; a depressant

rting)

erican addicts

circulating results
to body
lus clothing

ict sweats, shakes, get chills, diarrhea, vomits, and suffers sharp pains in

n soiled and unkept; rarely bathes

m unsanitary conditions of injection

develops

ossession--2-10 years
possession--5-20 years
ale--fine of $20,000 and 5-20 years

D. Second offense--illegal sale--fine $20,000 and 10-40 years
E. Selling to a minor (under 18)--offender is refused parole and probation eve
   can be sentenced to life imprisonment or to death
F. Narcotic Rehabilitation Act of 1966--designed to support rehabilitation se
   his home or community

V. Slang

"H"
Horse
Stuff
Harry
Joy powder
Scat

TEACHER INFORMATION (continued)

egal sale--fine $20,000 and 10-40 years
(under 18)--offender is refused parole and probation even for first offense and
life imprisonment or to death
tion Act of 1966--designed to support rehabilitation services for the addict in
ty

BARBITURATE

Barbiturate - a form of depressant used in medical practice to calm patients

I. Proper uses

A. Slow central nervous system
B. Relax patients before and during surgery
C. Reduce nervousness
D. Produce sleep; relieve insomnia
E. Control convulsions (epilepsy)
F. Treat and diagnose mental conditions
G. Increase effects of pain-killing drugs
H. Treat high blood pressure

II. Improper uses

A. Unsupervised self-medication
B. Taken under extreme mental or emotional confusion
C. To counteract the effect of stimulant drugs
D. In combination with other drugs, mainly alcohol and/or other opiat
drug abusers
E. Experimenting by young people for thrills; to give temporary feeli
F. Suicide--intentional and unintentional (becomes confused about hov

III. Symptoms resulting

A. Drowsiness
B. Tremor of hands, lips, and tongue
C. Slurring of speech
D. Staggering and falling
E. Confusion and poor judgment
F. Quick temper
G. Quarrelsome
H. Coma (with dangers of pneumonia or death)
I. Criminal involvement
J. Social consequence; job loss; delinquency; deterioration of appea

TEACHER INFORMATION (continued)

BARBITURATE

essant used in medical practice to calm patients and/or to produce sleep

us system
ore and during surgery

ieve insomnia
s (epilepsy)
mental conditions
f pain-killing drugs
ressure

-medication
e mental or emotional confusion
effect of stimulant drugs
h other drugs, mainly alcohol and/or other opiates, by thrill seekers and chronic

oung people for thrills; to give temporary feeling of well-being
nal and unintentional (becomes confused about how many pills have been taken)

lips, and tongue
h
iling
r judgment

s of pneumonia or death)
ent
e; job loss; delinquency; deterioration of appearance

K. Tolerance
L. Physical dependence
M. Psychological dependence
N. Sudden, complete withdrawal from a person physically dependent causes in extreme cases--death
O. Deterioration of appearance

IV. Law

A. Each delivery, with or without payment, is a separate offense with a year in prison
B. After prior conviction, the maximum penalty for illegal delivery is $ imprisonment
C. First offense--all persons over 18 who sell or give barbiturates to a for not more than two (2) years or fined not more than $5,000 or both
D. Second offense--six (6) years imprisonment and maximum fine of $15,00
E. No pharmacist may fill or refill a prescription more than six (6) mon than five (5) times, if refills are authorized, unless a medical prac renews the prescription

V. Slang

Barbs	Yellows	Seggy, seccy
Candy	Yellow jackets	Rainbows
Goof balls	Nimbies	Double trouble
Sleeping pills	Reds	Blues, blue bird
Peanuts	Pinks, reds and blues	Tooies
Red buds, red devils		

TEACHER INFORMATION (continued)

nce
pendence
withdrawal from a person physically dependent causes convulsions and mental disturbances;
--death
appearance

ith or without payment, is a separate offense with a maximum penalty of $1,000 and one (1)

iction, the maximum penalty for illegal delivery is $10,000 and/or three (3) years

ll persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned
n two (2) years or fined not more than $5,000 or both
six (6) years imprisonment and maximum fine of $15,000 and/or both
y fill or refill a prescription more than six (6) months after date of issue or more
mes, if refills are authorized, unless a medical practitioner orally or in writing
ription

Yellows	Seggy, seccy
Yellow jackets	Rainbows
Nimbies	Double trouble
Reds	Blues, blue birds, blue devils, blue heavens
Pinks, reds and blues	Tooies

evils

STIMULANTS

Stimulants - drugs which excite the central nervous system; produce alertness and
temporary rise in blood pressure and respiration. Cocaine is obtaine
Benzedrine is obtained from ephedrine, which is made from certain des

I. Proper uses

A. Under supervision of physician to curb appetite when weight reduction is
B. Relieve mild depression
C. Keep patients awake in narcolepsy (disease characterized by uncontrollab
D. Treat Parkinson's disease (disease which results in rigidity of some mus
E. Doctor may prescribe for fliers and astronauts

II. Improper uses

A. Taken in social setting for "thrills"
B. Combined with other drugs for "thrills"
C. As substitutes when other narcotic supplies are cut off
D. To give feeling of increased strength, endurance, and reduction of fatig
E. To ward off sleep (young adults may use pills for all night test-crammin
F. Experimentation--used as "magic energy supplier"

III. Symptoms resulting

A. Increase heart rate; raise blood pressure; dilate pupils; cause dry mout
B. Talkativeness--often unclear or rapid
C. Restlessness--excitability
D. Tremor of hands
E. Enlarged pupils
F. Sleeplessness
G. Profuse perspiration; headache; diarrhea; paleness
H. Exhaustion (from lack of sleep)
I. Psychological dependence--may become "hooked" after one or two tries
J. Acute psychosis--characterized by auditory or visual hallucinations or b
K. Depress appetite
L. Mirages or hallucinations may occur
M. If combined with alcohol, death may result

TEACHER INFORMATION (continued)

STIMULANTS

the central nervous system; produce alertness and wakefulness and in some cases, a
blood pressure and respiration. Cocaine is obtained from dried coca leaves.
ined from ephedrine, which is made from certain desert shrubs.

physician to curb appetite when weight reduction is necessary
on
n narcolepsy (disease characterized by uncontrollable desire to sleep)
ease (disease which results in rigidity of some muscles)
for fliers and astronauts

ng for "thrills"
rugs for "thrills"
ther narcotic supplies are cut off
creased strength, endurance, and reduction of fatigue during athletic performances
ung adults may use pills for all night test-cramming; truck drivers, etc.)
as "magic energy supplier"

raise blood pressure; dilate pupils; cause dry mouth
unclear or rapid
ility

; headache; diarrhea; paleness
of sleep)
ence--may become "hooked" after one or two tries
acterized by auditory or visual hallucinations or both

tions may occur
hol, death may result

IV. Law

A. Each delivery, with or without payment, is a separate offense with a maximu one (1) year in prison
B. After prior conviction, the maximum penalty for illegal delivery is $10,000 imprisonment
C. First offense--all persons over 18 who sell or give barbiturates or stimula may be imprisoned for not more than two (2) years or fined not more than $5
D. Second offense--six (6) years imprisonment and maximum fine of $15,000 and/
E. No pharmacist may fill or refill a prescription more than six (6) months af more than five (5) times, if refills are authorized, unless a medical pract writing renews the prescription

V. Slang

Bennies	Footballs	Roses
Bernice	Gold dust	Snow
Cartwheels	Greenies	Wake-ups
Coke	Hearts	Whites
Co-pilots	Crystal	L.A. Turnabouts
Corine	Meth	Browns
Dexies	Oranges	Bombido
Dust	Peaches	Speed

TEACHER INFORMATION (continued)

ithout payment, is a separate offense with a maximum penalty of $1,000 and

the maximum penalty for illegal delivery is $10,000 and/or three (3) years

ns over 18 who sell or give barbiturates or stimulants to anyone under 21
t more than two (2) years or fined not more than $5,000 or both
years imprisonment and maximum fine of $15,000 and/or both
r refill a prescription more than six (6) months after date of issue or
, if refills are authorized, unless a medical practitioner orally or in
ription

s Roses
t Snow
Wake-ups
Whites
L.A. Turnabouts
Browns
Bombido
Speed

3 OF 4
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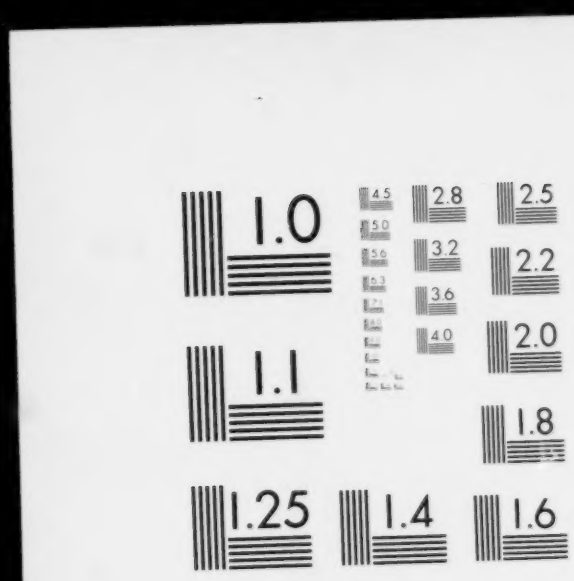

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Drugs	Pharmacologic Classification	Controls	Medical Use
Alcohol	Depressant	Legal age restrictions vary within state	Use of beve alcohol med is rare; pe as sedative Disinfectan alcohol mas
Amphetamine drugs (e.g., amphetamine, dextroamphetamine, methamphetamine--also known as desoxyephedrine)	Stimulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966.)	For mild de sion, anti- tite, narco
Barbiturates (e.g., amobarbital, pentobarbital, secobarbital)	Depressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedatic sleep-prod epilepsy, h blood press
Bromides	Depressant	Regulated by prescription; some "over-counter" dispersal	Sedative
Cocaine	Central Nervous System Stimulant	Narcotic (Per Harrison Act, 1914)	Local anest
Codeine (an opium derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relieve and coughi
Glue (also paint thinner, lighter fluid)	Depressant	No Federal controls. Glue sales restricted in some states.	None
Heroin (a morphine derivative)	Depressant	Narcotic (Per Harrison Act, 1914)	To relieve

armacologic assification	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
pressant	Legal age restrictions vary within state	Use of beverage alcohol medically is rare; perhaps as sedative. Disinfectant, alcohol massage	Yes	Yes
imulant	Controlled drug products (Per Drug Abuse Control Amendments, 1965. Methamphetamine added to list of controlled drugs in May, 1966.)	For mild depression, anti-appetite, narcolepsy	No	Yes
epressant	Controlled drug products (Per Drug Abuse Control Amendments, 1965)	For sedation, sleep-producing, epilepsy, high blood pressure	Yes	Yes
epressant	Regulated by prescription; some "over-counter" dispersal	Sedative	No	Yes
entral Nervous ystem Stimulant	Narcotic (Per Harrison Act, 1914)	Local anesthetic	No	Yes
epressant	Narcotic (Per Harrison Act, 1914)	To relieve pain and coughing	Yes	Yes
epressant	No Federal controls. Glue sales restricted in some states.	None	Unknown	Yes
epressant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes

REFERENCE CHART

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Drowsiness; slurred speech; stupor	Drunk	Depresses central ner
Yes	Excitation, dilated pupils, tremors, talkativeness, hallucinations	Orally or by injection	Prescription only. O six (6) months. Only this period.
Yes	Drowsiness, staggering, slurred speech	Orally or by injection	Prescription only. O (6) months. Only fiv period. Dependence g high doses for a rou
No	Drowsiness; sedative reactions	Orally	Depressant dehydratio posing some danger ci
No	Extreme excitation, tremors, hallucinations	Sniffed or by injection	Although cocaine does morphine, it has been because its abuse pot gent control measures
Yes	Drowsiness, pinpoint pupils	Orally (usually as cough syrup)	Preparations containi codeine are classifie obtained without pres
Yes	Staggering, drowsiness, slurred speech, stupor	Inhaled	Freely available as states have laws forb under 18.
Yes	Same as morphine	Sniffed or by injection	Not legally available in some countries fo

	How Taken When Abused	Comments
ch;	Drunk	Depresses central nervous system.
ls,	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period.
	Orally or by injection	Prescription only. Original prescription expires after six (6) months. Only five (5) refills permitted within this period. Dependence generally occurs only with the use of high doses for a protracted period of time.
	Orally	Depressant dehydration may occur; drug accumulates in body posing some danger of accidental toxicity.
mors,	Sniffed or by injection	Although cocaine does not have the narcotic properties of morphine, it has been classified as a narcotic by law because its abuse potential necessitates the same stringent control measures.
pils	Orally (usually as cough syrup)	Preparations containing specified minimal amounts of codeine are classified as "exempt" narcotics and can be obtained without prescription in some states.
	Inhaled	Freely available as commercial products, except that some states have laws forbidding the sale of glue to persons under 18.
	Sniffed or by injection	Not legally available in United States. Used medically in some countries for relief of pain.

Drugs	Pharmacologic Classification	Controls	Medical Use	Poten Physi- Depen
LSD (also mescaline, peyote, psilocybin, DMT)	Hallucinogen	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	
Marihuana	Hallucinogen	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together	None	
Meperidine (synthetic morphine-like drug)	Depressant	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	
Methadone (synthetic morphine-like drug)	Depressant	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	
Morphine (an opium derivative)	Central Nervous System Depressant	Narcotic (Per Harrison Act, 1914)	To relieve pain	
Paregoric (preparation containing opium)	Depressant	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	
Tobacco	Nicotine - stimulant	Legal age restrictions vary within state	None; nicotine used in insecticides	

c on	Controls	Medical Use	Potential for Physical Dependence	Potential for Psychological Dependence
	(Brought under Drug Abuse Control Amendments in September, 1966)	Medical (research only)	No	Yes
	Narcotic (Per Marihuana Tax Act, 1937, plus subsequent restrictive legislation which covered marihuana and narcotics together	None	No	Yes
	Narcotic (Brought under Harrison Act in 1944)	To relieve pain	Yes	Yes
	Narcotic (A 1953 amendment to the Harrison Act brought drugs like methadone under control)	To relieve pain	Yes	Yes
ous essant	Narcotic (Per Harrison Act, 1914)	To relieve pain	Yes	Yes
	Narcotic (Per Harrison Act, 1914)	For sedation and to counteract diarrhea	Yes	Yes
	Legal age restrictions vary within state	None; nicotine used in insecticides	No	Yes

REFERENCE CHART (continued)

Tolerance	Possible Effects When Abused	How Taken When Abused	Comments
Yes	Excitation, hallucinations, rambling speech	Orally or by injection	In 1966, LSD was brou Control Amendments of International Narcotic Not legally available
No	Drowsiness or excitability, dilated pupils, talkativeness, laughter, hallucinations	Smoked or orally	From a legal control s a narcotic. It is alm United States.
Yes	Similar to morphine, except that at higher doses, excitation, tremors and convulsions occur	Orally or by injection	Shorter acting than mo Withdrawal symptoms ap
Yes	Same as morphine	Orally or by injection	Longer acting than mor more slowly, are less scription only.
Yes	Drowsiness or stupor, pinpoint pupils	Orally or by injection	Morphine is the standa analgesics are compare tion only.
Yes	Same as morphine	Orally or by injection	Paregoric is often boi prior to injection. C In some states, may be
Yes	Increased heart beat, blood pressure, etc., central nervous system stimulant	Smoked; chewed; sniffed	Nicotine content is to

Reference: Drug Abuse: Escape to Nowhere, Smith, Kline, & French, 1968

Drug Abuse Education Resource Materials, Marin County, California

(cd)

ts	How Taken When Abused	Comments
llucinations, h	Orally or by injection	In 1966, LSD was brought under the control of Drug Abuse Control Amendments of 1965. Control under one of the International Narcotics Conventions is being considered. Not legally available except for medical research
excitability, , talkative- , hallucina-	Smoked or orally	From a legal control standpoint, marihuana is treated as a narcotic. It is almost never legally available in the United States.
phine, except doses, exci- s and con-	Orally or by injection	Shorter acting than morphine. Frequent dosing required. Withdrawal symptoms appear quickly. Prescription only.
ine	Orally or by injection	Longer acting than morphine. Withdrawal symptoms develop more slowly, are less intense and more prolonged. Prescription only.
stupor, pin-	Orally or by injection	Morphine is the standard against which other narcotic analgesics are compared. Legally available on prescription only.
ine	Orally or by injection	Paregoric is often boiled to concentrate narcotic content prior to injection. Classified as an exempt narcotic. In some states, may be obtained without prescription.
rt beat, blood , central m stimulant	Smoked; chewed; sniffed	Nicotine content is toxic

Escape to Nowhere, Smith, Kline, & French, 1968

ducation Resource Materials, Marin County, California

SLANG TERMS

A	- Benzedrine, dexedrine and methedrine
Acid	- LSD
Acid head	- An abuser of LSD
Artillery	- Equipment for injecting drugs
Backtrack	- To withdraw the plunger of a syringe before injecting drugs to make su position
Bag	- A container of drugs
Bagman	- A drug supplier
Bang	- To inject drugs
Barbs	- Barbiturates
Bennies	- Benzedrine (brand of amphetamine sulfate, Smith, Kline, & French Labor
Bernice	- Cocaine
Big John	- The police
Bindle	- A small quantity or packet of narcotics
Biz	- Equipment for injecting drugs
Blanks	- Poor quality narcotics
Blasted	- Under the influence of drugs
Blow a stick	- To smoke a marijuana cigarette
Blue devils	- Amytal (brand of amobarbital, Eli Lilly and Company) capsules
Blue heavens	- Amytal
Blue velvet	- Paregoric and an antihistamine
Bombido	- Injectable amphetamine
Boo	- Marijuana
Boxed	- In jail
Bread	- Money
Bull	- A Federal narcotic agent, a police officer
Burned	- To receive phony or badly diluted drugs
Busted	- Arrested
Cactus	- Peyote
Candy	- Barbiturates
Cap	- A container of drugs (usually a capsule)
Cartwheels	- Amphetamine sulfate (round, white, double-scored tablets)
Champ	- Drug abuser who won't reveal his supplier--even under pressure
Charas	- Form of marijuana in India; hashish
Charged up	- Under the influence of drugs

TEACHER INFORMATION (continued)

SLANG TERMS

ine and methedrine

cting drugs
unger of a syringe before injecting drugs to make sure needle is in proper

gs

of amphetamine sulfate, Smith, Kline, & French Laboratories) tablets

r packet of narcotics
cting drugs
tics
e of drugs
na cigarette
mobarbital, Eli Lilly and Company) capsules

ntihistamine
mine

agent, a police officer
r badly diluted drugs

ugs (usually a capsule)
te (round, white, double-scored tablets)
n't reveal his supplier--even under pressure
in India; hashish
te of drugs

Chipping	- Taking small amounts of drugs on an irregular basis
Chippy	- An abuser taking small, irregular amounts--also, prostitute
Clear up	- To withdraw from drugs
Coasting	- Under the influence of drugs
Coasts to coasts	- Amphetamines
Coke	- Cocaine
Cokie	- A cocaine addict
Cold turkey	- Sudden drag withdrawal
Connect	- To purchase drugs
Connection	- A drug supplier
Cook up a pill	- To prepare opium for smoking
Co-pilots	- Amphetamine tablets
Cop	- To purchase drugs
Cop-out	- To alibi, confess
Corine	- Cocaine
Cotics	- Narcotics
Crystals	- Methedrine
Cut	- To adulterate a narcotic by adding milksugar
Dabble	- To take small amounts of drugs on an irregular basis
Dagga	- Marijuana - India
Deck	- A small packet of narcotics
Dexies	- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & F
Dime bag	- A ten-dollar purchase of narcotics
Dollies	- Dolophine (brand of methadone hydrochloride, Eli Lilly and Comp
Domino	- To purchase drugs
Dope	- Any narcotic
Double trouble	- Tuinal (brand of amobarbital sodium and secobarbital sodium, El
Downs	- Depressants
Dropped	- Arrested
Dust	- Cocaine
Elsie's shake	- Morning glory seed
Factory	- Equipment for injecting drugs
Fix	- An injection of narcotics
Flake	- Cocaine
Flea powder	- Poor quality narcotics

TEACHER INFORMATION (continued)

all amounts of drugs on an irregular basis
taking small, irregular amounts--also, prostitute
aw from drugs
influence of drugs
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addict
ag withdrawal
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a - India
packet of narcotics
e (brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
llar purchase of narcotics
e (brand of methadone hydrochloride, Eli Lilly and Company) tablets
ase drugs
otic
brand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules
nts

glory seed
t for injecting drugs
tion of narcotics

lity narcotics

Floating	- Under the influence of drugs
Footballs	- Oval-shaped amphetamine sulfate tablets
Fresh and sweet	- Out of jail
Fuzz	- The police
Gage	- Marijuana
Ganga	- Marijuana
Gee-head	- Paregoric abuser
Geetis	- Money
Geezer	- A narcotic injection
Gimmicks	- The equipment for injecting drugs
Gold dust	- Cocaine
Goods	- Narcotics
Goofballs	- Barbiturates
Gow-head	- An opium addict
Grass	- Marijuana
Greenies	- Green, heart-shaped tablets of dextroamphetamine sulfate and amobarb
Griefo	- Marijuana
Gun	- A hypodermic needle
H	- Heroin
Hang-up	- A personal problem
Happy dust	- Cocaine
Hard stuff	- Morphine, cocaine or heroin
Harry	- Heroin
Hash	- Hashish; marijuana
Hawk	- LSD
Hay	- Marijuana
Hearts	- Benzedrine or Dexedrine (brands of amphetamine sulfate and dextroamp Kline & French Laboratories) heart-shaped tablets
Heat	- The police
Hemp	- Marijuana
High	- Under the influence of drugs
Hit	- To purchase drugs, an arrest
Hocus	- A narcotic solution ready for injection
Hooked	- Addicted
Hophead	- Narcotic addict
Hopped up	- Under the influence of drugs
Horse	- Heroin

TEACHER INFORMATION (continued)

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tamine sulfate tablets

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injecting drugs

ped tablets of dextroamphetamine sulfate and amobarbital

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e or heroin

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xedrine (brands of amphetamine sulfate and dextroamphetamine sulfate, Smith,
aboratories) heart-shaped tablets

nce of drugs
s, an arrest
ion ready for injection

nce of drugs

Hot	- Wanted by police
Hot shot	- A fatal dosage
Hype	- Narcotic addict
Ice cream habit	- A small, irregular drug habit
Job	- To inject drugs
Jive	- Marijuana
Joint	- A marijuana cigarette
Joy-pop	- To inject small amounts of drugs irregularly
Joy powder	- Heroin
Junk	- Narcotics
Junkie	- A narcotic addict
Kick	- To abandon a drug habit
Kif	- Marijuana in North Africa
L. A. Turnabouts	- Amphetamines
Layout	- The equipment for injecting drugs
Lipton tea	- Poor quality narcotics
Lit up	- Under the influence of drugs
Locoweed	- Marijuana
M	- Morphine
Machinery	- Equipment for injecting drugs
Mainline	- To inject drugs directly into a vein
Make a buy	- To purchase drugs
Make a meet	- To purchase drugs
Man	- The police
Manicure	- High-grade marijuana (i.e., no seeds or stems)
Mary Jane	- Marijuana
Mellow yellow	- Banana peel
Meth	- Methamphetamine, usually injected for rapid result
Mezz	- Marijuana
Mickey Finn	- Chloral hydrate
Miss Emma	- Morphine
Mojo	- Narcotics
Monkey	- A drug habit where physical dependence is present
Mor a grifa	- Marijuana
Mutah	- Marijuana

Needle	- Hypodermic syringe
Nickel bag	- A five-dollar purchase of narcotics
Nimby	- Nembutal (brand of pentobarbital, Abbott Laboratories) capsules
Off	- Withdrawn from drugs
On a trip	- Under the influence of LSD or other hallucinogens
On the nod	- Under the influence of drugs
On the street	- Out of jail
Oranges	- Dexedrine (brand of dextroamphetamine sulfate, Smith, Kline & Fre
Paper	- A prescription or packet of narcotics
Peaches	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French L
Peanuts	- Barbiturates
P.G. or P.O.	- Paregoric
Pep pills	- Stimulants
Piece	- A container of drugs
Pinks	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Plant	- Cache of narcotics
Pop	- To inject drugs
Pot	- Marijuana
Purple hearts	- Luminal
Quill	- A folded matchbox cover from which narcotics are sniffed through
Rainbows	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli
Reader	- A prescription
Red birds	- Seconal
Red devils	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Reefer	- A marijuana cigarette
Roach	- The butt of a marijuana cigarette
Rope	- Marijuana
Roses	- Benzedrine (brand of amphetamine sulfate, Smith, Kline & French L
Sam	- Federal narcotic agents
Satch cotton	- Cotton used to strain narcotics before injection
Scat	- Heroin
Score	- To purchase drugs
Seggy	- Seconal (brand of secobarbital, Eli Lilly and Company) capsules
Shooting gallery	- A place where narcotic addicts inject drugs
Shoot up	- To inject drugs
Slammed	- In jail

c syringe
llar purchase of narcotics
(brand of pentobarbital, Abbott Laboratories) capsules
from drugs
influence of LSD or other hallucinogens
influence of drugs
il
(brand of dextroamphetamine sulfate, Smith, Kline & French Laboratories) tablets
ption or packet of narcotics
e (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets
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(brand of secobarbital, Eli Lilly and Company) capsules
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matchbox cover from which narcotics are sniffed through the nose
brand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules
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(brand of secobarbital, Eli Lilly and Company) capsules
ana cigarette
of a marijuana cigarette
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ne (brand of amphetamine sulfate, Smith, Kline & French Laboratories) tablets
narcotic agents
sed to strain narcotics before injection

ase drugs
(brand of secobarbital, Eli Lilly and Company) capsules
where narcotic addicts inject drugs

t drugs

Smack	- Heroin
Sniff	- To sniff narcotics (usually heroin or cocaine) through the nose
Snow	- Cocaine
Speed	- Methamphetamine, usually injected for rapid result
Speedball	- An injection which combines a stimulant and depressant--often cocaine m heroin
Spike	- The needle used for injecting drugs
Square	- A non-addict
Stash	- A cache of narcotics
Stick	- A marijuana cigarette
STP	- A highly potent hallucinogen
Stuff	- Narcotics
Sugar	- Powdered narcotics
Sugar cube	- LSD
Texas tea	- Marijuana
Thoroughbred	- A high-type hustler who sells pure narcotics
Tocies	- Tuinal (brand of amobarbital sodium and secobarbital sodium, Eli Lilly
Trip, tripping	- Being "high" on hallucinogens, particularly LSD
Truck drivers	- Amphetamine
Turkey	- A capsule purported to be narcotic but filled with a non-narcotic subst
Turned off	- Withdrawn from drugs
Turned on	- Under the influence of drugs
Uncle	- Federal narcotic agent
Ups	- Stimulants
Wake-ups	- Amphetamine
Washed up	- Withdrawn from drugs
Wasted	- Under the influence of drugs
Weed	- Marijuana
Weed-head	- Marijuana user
Weekend habit	- A small, irregular drug habit
Whiskers	- Federal narcotic agents
Whites	- Amphetamine sulfate tablets
White stuff	- Morphine
Works	- The equipment for injecting drugs
Yellow-jackets	- Nembutal (brand of pentobarbital, Abbott Laboratories) capsules (solid

TEACHER INFORMATION (continued)

arcotics (usually heroin or cocaine) through the nose

amine, usually injected for rapid result
on which combines a stimulant and depressant--often cocaine mixed with morphine or

used for injecting drugs
ct
narcotics
a cigarette
otent hallucinogen

arcotics

e hustler who sells pure narcotics
tand of amobarbital sodium and secobarbital sodium, Eli Lilly and Company) capsules
gh" on hallucinogens, particularly LSD
ne
purported to be narcotic but filled with a non-narcotic substance
from drugs
influence of drugs
arcotic agent
s
ne
from drugs
influence of drugs

user
irregular drug habit
arcotic agents
ne sulfate tablets

ment for injecting drugs
(brand of pentobarbital, Abbott Laboratories) capsules (solid yellow)

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965

The Drug Abuse Amendments were passed in 1965. They became effective February 1, 19
because of the national concern of the drug abuse of depressants, stimulants, and ha

The Bureau of Drug Abuse Control has been organized as part of the Food and Drug Adm
nine field offices to carry out provisions of the law. Three hundred trained agents

1. Seizing illegal supplies of controlled drugs
2. Serving warrants
3. Arresting persons illegally manufacturing drugs
4. Trading illegally
5. Handling dangerous drugs

Two methods are used to curb drug abuse:

1. Records of supplies and sales must be kept by all legal handlers o
as dangerous The following must take an inventory and keep reco
sales and must also make records available to FDA agents:

   Registered manufacturers
   Processors and their suppliers
   Wholesale druggists
   Pharmacies
   Hospitals
   Clinics
   Public Health agencies
   Research laboratories

2. Punishment of persons supplying illegal drugs

The law is for detection and elimination of illegal drug distribution but does not p
against the user. It is felt that through proper treatment, physical and psychologi
rehabilitated and returned to his place in society.

Specific penalties for illegal transfer, sale, and possession may be found on next p

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: DRUG ABUSE AMENDMENTS - 1965

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persons illegally manufacturing drugs
legally
angerous drugs

drug abuse:

supplies and sales must be kept by all legal handlers of drugs designated
s. The following must take an inventory and keep records of receipts and
must also make records available to FDA agents:

Registered manufacturers
Processors and their suppliers
Wholesale druggists
Pharmacies
Hospitals
Clinics
Public Health agencies
Research laboratories

of persons supplying illegal drugs

elimination of illegal drug distribution but does not provide criminal sanctions
t that through proper treatment, physical and psychological, the drug user can be
o his place in society.

gal transfer, sale, and possession may be found on next page.

FEDERAL

Drug Abuse Control Amendments of 1965

1. All manufacturers and wholesalers who produce, compound, or sell amphetamines a drugs with a similar effect on the central nervous system) must register with t Administration.
2. Manufacturers, wholesalers, retailers, and physicians must keep records of pur for three years.
3. Who may sell or possess is clearly stated.
4. Penalties are increased for sale of illegal drugs to minors.
5. Food and Drug Administration may carry firearms and enforcement powers related arrest are expanded.
6. Food and Drug Administration authority to combat drug counterfeiting is expand
7. Prescription for a stimulant or depressant drug under control is valid for six that time, is limited to five (5) refills.

The aim of these provisions is to curb illegal abuse--not to restrict legitimate medi

Those benefiting financially from the illicit use of dangerous drugs are dealt with u of the Act. Legal penalties are as follows:

1. Each delivery, with or without payment, is a separate offense with a maximum p (1) year in prison.
2. After prior conviction, the maximum penalty for illegal delivery is $10,000 an prison.
3. First offense--all persons over 18 who sell or give barbiturates to anyone unc for not more than two (2) years or fined not more than $5,000 or both.
4. Second offense--six (6) years imprisonment and maximum fine of $15,000 and/or

ents of 1965

and wholesalers who produce, compound, or sell amphetamines and barbiturates (and other
ar effect on the central nervous system) must register with the Food and Drug

lesalers, retailers, and physicians must keep records of purchases and dispositions

ssess is clearly stated.

eased for sale of illegal drugs to minors.

nistration may carry firearms and enforcement powers related to search, seizure, and
d.

nistration authority to combat drug counterfeiting is expanded.

stimulant or depressant drug under control is valid for six (6) months and during
ted to five (5) refills.

ns is to curb illegal abuse--not to restrict legitimate medical use.

ally from the illicit use of dangerous drugs are dealt with under the criminal section
ties are as follows:

th or without payment, is a separate offense with a maximum penalty of $1,000 and one
n.

ction, the maximum penalty for illegal delivery is $10,000 and/or three (3) years in

l persons over 18 who sell or give barbiturates to anyone under 21 may be imprisoned
two (2) years or fined not more than $5,000 or both.

ix (6) years imprisonment and maximum fine of $15,000 and/or both.

STATE

Laws are not uniform. Most have illegal possession features and requ
delivery be kept for several years. Penalties for violation of state
narcotic violation.

In many states violation is a misdemeanor. Sometimes the maximum pen
generally felt that a uniform act needs to be established.

TEACHER INFORMATION (continued)

Most have illegal possession features and requirement that records of receipt and
everal years. Penalties for violation of state dangerous drugs are less than for

on is a misdemeanor. Sometimes the maximum penalty is a fine as low as $100. It is
niform act needs to be established.

LAWS GOVERNING DRUGS: NARCOTICS

LEGAL AND MEDICAL DRUG DEFINITIONS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC I
OR ADDICTION SUSTAINING LIABILITY. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

1. Opium and its derivatives--morphine, heroine, cocaine, etc.
2. Coca leaves (medically--a stimulant)
3. Cannabis, marijuana, and chemically related substances (medically--a hallu
4. Synthetic narcotics--meperidine (isonipecaine)

FEDERAL

Harrison Act of 1914

Narcotics are under the control of the Bureau of Narcotics (a branch of the Treasu
is assisted by Customs Officers and the Coast Guard. Important features of narcot

1. Registration of those dealing in narcotics
2. Special taxes are levied
3. Special order forms and record-keeping provisions must be maintained
4. There are prohibitions and penalties for illegal possession and traffickin

Not all narcotic preparations are treated alike. "Exempt narcotics" may be sold w
prescription; however, records must be kept and persons must sign for the narcotic
are for cough syrups.

Narcotic law penalties:

Illegal transfer or sale:

1. First offense--not less than five (5) years or more than twenty (20) y
   to $20,000 may be levied.
2. Second or subsequent offense--not less than ten (10) or more than fort
   fine up to $20,000 may be levied.

TEACHER INFORMATION (continued)

LAWS GOVERNING DRUGS: NARCOTICS

TIONS DIFFER. A DRUG IS LEGALLY TREATED AS A NARCOTIC IF IT HAS AN ADDICTION FORMING LITY. THESE DRUGS ARE LEGALLY TREATED AS NARCOTIC.

vatives--morphine, heroine, cocaine, etc.

ally--a stimulant)

a, and chemically related substances (medically--a hallucinogen)

s--meperidine (isonipecaine)

ntrol of the Bureau of Narcotics (a branch of the Treasury Department). The Bureau icers and the Coast Guard. Important features of narcotic laws and regulation are:

ose dealing in narcotics

levied

s and record-keeping provisions must be maintained

ions and penalties for illegal possession and trafficking in these drugs

ons are treated alike. "Exempt narcotics" may be sold without a doctor's cords must be kept and persons must sign for the narcotic. Most exempt narcotics

ale:

-not less than five (5) years or more than twenty (20) years imprisonment; fine up be levied.

equent offense--not less than ten (10) or more than forty (40) years imprisonment; ,000 may be levied.

The foregoing sentences may not be suspended or probations granted. someone under 18 years of age is refused parole and probation, and c or to death.

Illegal possession:

1. First offense--not less than two (2) or more than ten (10) yea fine of up to $20,000.
2. Second offense--not less than five (5) or more than twenty (20)
3. Third or subsequent--not less than ten (10) or more than forty first offense, sentences cannot be suspended or parole granted.

STATE

Most states follow the Uniform Narcotic Drug Act which follows Federal law

EDUCATIONAL AGENCIES

The United National Commissions on Narcotics is working to control for medi of opium by having it sold by the producing nations to a single company wh are required.

Medical associations are working to control the distribution of narcotics.

TREATMENT AGENCIES

To receive treatment a patient must fully cooperate; 4½ months minimum mus hospitals are located in Lexington, Kentucky (men and girls), in Fort Wort New York, and in Chicago, Illinois.

nces may not be suspended or probations granted. A person who sells narcotics to
ars of age is refused parole and probation, and can be sentenced to life imprisonment

not less than two (2) or more than ten (10) years imprisonment plus a possible
20,000.

-not less than five (5) or more than twenty (20) years imprisonment.

uent--not less than ten (10) or more than forty (40) years imprisonment. After
sentences cannot be suspended or parole granted.

form Narcotic Drug Act which follows Federal law. Some states have variations.

ssions on Narcotics is working to control for medical use the world-wide production
by the producing nations to a single company which would distribute it as needs

vorking to control the distribution of narcotics.

tient must fully cooperate; 4½ months minimum must be spent in the hospital;
Lexington, Kentucky (men and girls), in Fort Worth, Texas (men), in California,
Illinois.

UNITED STATES OF AMERICA,)
State of Montana) ss.

I, FRANK MURRAY, Secretary of State of the State of Montana, do hereb
a true and correct copy of House Bill No. 453, Chapter No. 314, Montana Session
Forty-first Session of the Legislative Assembly of the State of Montana, approv
of said State, on the eleventh day of March, 1969, and effective on the elevent

IN TESTIMONY WHEREOF, I
affixed the Great Seal

Done at the City of Hel
this twelfth day of Mar

/S/ Frank Murray
Fra
Sec

. . . . . .

CHAPTER NO. 314
MONTANA SESSION LAWS 1969
HOUSE BILL NO. 453

AN ACT PROVIDING FOR REGULATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS
DANGEROUS DRUGS TO INCLUDE DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC
AND PHRASES IN CONNECTION THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSES
THE FRAUDULENT OBTAINING OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVI
UNLAWFUL SALE AND POSSESSION: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REG
AND DESIGNATE OTHER DANGEROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING
TO EXCLUDE TRIAL JURISDICTION IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER
27-724, 27-725, 54-101 THROUGH 54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-1

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF MONTANA:

MONTANA STATE LAW

)
) ss.

Secretary of State of the State of Montana, do hereby certify that the following is
House Bill No. 453, Chapter No. 314, Montana Session Laws of 1969, enacted by the
Legislative Assembly of the State of Montana, approved by Forrest H. Anderson, Governor
enth day of March, 1969, and effective on the eleventh day of March, 1969.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the Great Seal of said State.

Done at the City of Helena, the Capitol of said State, this twelfth day of March, 1969.

/S/ Frank Murray

Frank Murray
Secretary of State

. . . . . .

CHAPTER NO. 314
MONTANA SESSION LAWS 1969
HOUSE BILL NO. 453

LATION OF THE POSSESSION AND SALE OF DANGEROUS DRUGS IN THE STATE OF MONTANA: DEFINING
E DEPRESSANT, STIMULANT, HALLUCINOGENIC AND NARCOTIC DRUGS AND DEFINING CERTAIN WORDS
THEREWITH: DEFINING WHO MAY LAWFULLY SELL AND POSSESS DANGEROUS DRUGS: PROVIDING FOR
OF DANGEROUS DRUGS OR THE ALTERATION OF LABELS: PROVIDING FOR THE ENFORCEMENT OF
ION: PROVIDING FOR THE STATE BOARD OF PHARMACY TO REGULATE, LICENSE AND SUPERVISE,
ROUS DRUGS AFTER PROPER NOTICE AND HEARING: AMENDING SECTION 95-302, R.C.M. 1947,
TION IN THE JUSTICES' COURTS IN CASES COMMENCED UNDER THIS ACT: REPEALING SECTIONS
ROUGH 54-128 INCLUSIVE, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947.

SLATIVE ASSEMBLY OF THE STATE OF MONTANA:

Section 1. Definition of terms. (a) "Person" includes an individual, p
association, trust or other institution or entity.

(b) "Drug" means articles recognized in the official United States Pharm
Pharmacopoeia of the United States, or official National Formulary, or any sup

(c) "Depressant drugs" include: Amobarbital, secobarbital, pentobarbita
acid, glutethimide, meprobamate, chloral hydrate, paraldehyde, ethclorvynol, a
derivative, compound, or preparation containing any of the above listed drugs.

(d) "Stimulant drugs" include: Amphetamine, dextroamphetamine, mephente
phenemetrazine, or any product, derivative, or compound or preparation of the

(e) "Hallucinogenic drugs" include: Marihuana, lysergic acid diethylam
methyltryptamine, peyote, and mescaline or any product, derivative, compound,
listed drugs.

(f) "Narcotic drugs" include: Opium, morphine, heroin, codeine, ethylmo
isonipicaine, methadone, and cocaine or any product, derivative, compound, or
drugs.

(g) "Dangerous drug" means any depressant, stimulant, hallucinogenic, o

(h) The terms "manufacture, preparation, cultivation, compounding, or p
repackaging or otherwise changing the container, wrapper, or labeling of any
the distribution of the drug from the original place of manufacture to the pe
or sale to the ultimate consumer.

(i) The term "warehousing" means the receipt and storage of goods for c
or sale to the ultimate consumer.

(j) The term "wholesaling, jobbing or distribution" means the selling o
is not the ultimate user or consumer of such drug.

(k) "Sell" means to sell, exchange, give, or dispose of to another, or

MONTANA STATE LAW (continued)

s. (a) "Person" includes an individual, partnership, corporation,
tion or entity.

ognized in the official United States Pharmacopoeia, official Homopathic
or official National Formulary, or any supplement to any of them.

e: Amobarbital, secobarbital, pentobarbital, phenobarbital, barbituric
loral hydrate, paraldehyde, ethclorvynol, and ethinamate, or any product,
n containing any of the above listed drugs.

: Amphetamine, dextroamphetamine, mephentermine, methamphetamine, and
ivative, or compound or preparation of the above listed drugs.

nclude: Marihuana, lysergic acid diethylamide, psilocybin, dimethyltryptamine,
line or any product, derivative, compound, or preparation of the above

: Opium, morphine, heroin, codeine, ethylmorphine, dihydromorphinone,
ne or any product, derivative, compound, or preparation of the above listed

ny depressant, stimulant, hallucinogenic, or narcotic drug.

preparation, cultivation, compounding, or processing" shall include
the container, wrapper, or labeling of any drug package in furtherance of
the original place of manufacture to the person who makes final delivery

eans the receipt and storage of goods for compensation prior to final delivery

obbing or distribution" means the selling or distribution to any person who
er of such drug.

change, give, or dispose of to another, or to offer or agree to do the same.

(l) "Practitioner" means a physician, dentist, veterinarian, podiatrist, or othe
to prescribe drugs.

(m) "Manufacturer" means a person who by compounding, mixing, cultivating, growi
produces or prepares dangerous drugs, but does not include a pharmacist who compounds
sold or dispensed on prescriptions.

(n) Masculine words shall include the feminine and neuter and singular includes

(o) The term "prescription" shall be given the meaning it has in R.C.M. 1947, S

(p) This act may be cited and the "Montana Dangerous Drug Act."

Section 2. Authority of the state board of pharmacy to enact regulations, impos
dangerous drugs.

(a) Registration and licensing. The state board of pharmacy is hereby authoriz
turers, and to license, regulate, and supervise the warehousing, wholesaling, distrib
dispensing, and any other processing of all dangerous drugs, which is necessary to ca
of this act.

(b) Fees. The state board of pharmacy is hereby authorized to require registra
an amount to be fixed by the board, which fees shall not exceed one hundred dollars (

(c) Dangerous drug designation. Any drug designated by the state board of phar
because of its depressant, stimulant, hallucinogenic or narcotic effects, after notic
tion as required by law, shall be added to the appropriate definitions of section (c)
section 1 for the purpose of the Montana Dangerous Drug Act.

(d) Penalties. Failure to register or be licensed as provided for shall be a m
a fine not to exceed one thousand dollars ($1,000) or imprisonment in the county jail
(1) year, or both.

s a physician, dentist, veterinarian, podiatrist, or other person permitted by law

s a person who by compounding, mixing, cultivating, growing, or other process,
s drugs, but does not include a pharmacist who compounds dangerous drugs to be
tions.

ll include the feminine and neuter and singular includes the plural.

ion" shall be given the meaning it has in R.C.M. 1947, Section 66-1502(n).

ed and the "Montana Dangerous Drug Act."

the state board of pharmacy to enact regulations, impose fees and designate

censing. The state board of pharmacy is hereby authorized to register manufac-
ate, and supervise the warehousing, wholesaling, distributing, sale, purchase,
cessing of all dangerous drugs, which is necessary to carry out the enforcement

oard of pharmacy is hereby authorized to require registration and license fees in
board, which fees shall not exceed one hundred dollars ($100) per year.

gnation. Any drug designated by the state board of pharmacy as a dangerous drug
timulant, hallucinogenic or narcotic effects, after notice, hearing, and publica-
ll be added to the appropriate definitions of section (c), (d), (e), or (f) of
the Montana Dangerous Drug Act.

e to register or be licensed as provided for shall be a misdemeanor punishable by
usand dollars ($1,000) or imprisonment in the county jail for not to exceed one

Section 3. Dangerous drugs--persons and preparations exempt from the prohibition. medicinal preparations are excepted from the designated criminal offenses of sections 4 when combined with therapeutically active or inactive non-narcotic ingredients:

(a) A preparation which contains not more than 64.8 mg. (1 grain) of codeine or an one fluid ounce, or one avoirdupois ounce.

(b) Any preparation which contains cotarnine, nalorphine, narceine, noscapine, or quantity. These medicinal preparations must contain, in addition to the narcotic drug i qualities and be administered, dispensed, and sold in good faith as a medicine, not for this act.

(2) The following persons are excepted from the designated criminal offenses of se this act while acting in the ordinary and authorized course of their business, professio employment, or religious activity and whose activities in connection with dangerous drug specified in this section:

(a) Persons regularly engaged in manufacture, preparation, cultivation, compoundin are qualified in conformance with law, in preparing pharmaceutical chemicals or prescrip distribution through branch outlets, wholesale druggists, or by direct shipment, (1) to hospitals, clinics, public health agencies, long-term care facilities, or practitioners, registered pharmacists upon prescriptions, or for use by or under the supervision of pra (2) to laboratories or research or educational institutions for their use in research, t analysis.

(b) Suppliers (otherwise qualified in conformance with law) of persons regularly e preparation, cultivation, compounding, and processing referred to in subsection (a).

(c) Wholesale druggists who maintain establishments in conformance with law and ar in supplying prescription drugs (1) to pharmacies, or to hospitals, clinics, public heal term care facilities, or practitioners, for dispensing by registered pharmacists upon pr use by or under the supervision of practitioners or (2) to laboratories or research or e for their use in research, teaching, or clinical analysis.

(d) Registered pharmacists who are authorized to dispense dangerous drugs.

(e) Practitioners who prescribe or administer dangerous drugs.

MONTANA STATE LAW (continued)

-persons and preparations exempt from the prohibition. (1) The following
ed from the designated criminal offenses of sections 4 and 5 of this act
y active or inactive non-narcotic ingredients:

tains not more than 64.8 mg. (1 grain) of codeine or any of its salts, per
is ounce.

ntains cotarnine, nalorphine, narceine, noscapine, or papaverine in any
ations must contain, in addition to the narcotic drug in it, other medicinal
spensed, and sold in good faith as a medicine, not for the purpose of evading

re excepted from the designated criminal offenses of sections 4 and 5 of
nary and authorized course of their business, profession, occupation,
and whose activities in connection with dangerous drugs are solely as

ed in manufacture, preparation, cultivation, compounding, and processing who
law, in preparing pharmaceutical chemicals or prescription drugs for
ts, wholesale druggists, or by direct shipment, (1) to pharmacies or to
agencies, long-term care facilities, or practitioners, for dispensing by
riptions, or for use by or under the supervision of practitioners, or
r educational institutions for their use in research, teaching or chemical

alified in conformance with law) of persons regularly engaged in manufacture,
ding, and processing referred to in subsection (a).

maintain establishments in conformance with law and are regularly engaged
(1) to pharmacies, or to hospitals, clinics, public health agencies, long-
oners, for dispensing by registered pharmacists upon prescriptions, or for
of practitioners or (2) to laboratories or research or educationl institutions
ng, or clinical analysis.

who are authorized to dispense dangerous drugs.

cribe or administer dangerous drugs.

(f) Persons associated with a bona fide educational institution who use dange
teaching or chemical analysis and not for sale.

(g) A common on contract carrier or warehouseman, whose possession of any dan
course of his business or employment as such.

(h) Officers and employees of the state, or a political subdivision of the st
course of their official duties.

(i) An employee or agent of any person described in paragraph (a) through (g)
nurse or other medical technician under the supervision of a practitioner who admi
while such employee, nurse, or medical technician is acting in the course of his e
not on his own account.

(j) A person to whom or for whose use any dangerous drug has been prescribed
authorized practitioner or pharmacist may lawfully possess such drug.

(k) Any bona fide religious organization incorporated under the laws of the
transporting, possession or using peyote (pellote) for religious sacramental purpo

Nothing in this section shall be construed to prohibit or interfere with the
in good faith to prescribe or administer any dangerous drug to a patient for the t
condition according to his needs and to medical practice. Addiction, dependence o
drug shall be deemed a "disease or condition" and the prescription, administration
dangerous drug to relieve conditions incident to such addiction or habitual use sh
a disease or condition."

Nothing in this act shall be construed to relieve any person from any require
authority of Title 27, R.C.M. 1947.

Section 4. Criminal sale of dangerous drugs.

(a) A person commits the offense of a criminal sale of dangerous drugs if he
cultivates, compounds, or processes any dangerous drug as defined in this act and
exceptions of section 3.

MONTANA STATE LAW (continued)

h a bona fide educational institution who use dangerous drugs in research,
d not for sale.

arrier or warehouseman, whose possession of any dangerous drug is in the usual
ment as such.

of the state, or a political subdivision of the state, while acting in the

f any person described in paragraph (a) through (g) of this subsection, and
n under the supervision of a practitioner who administers dangerous drugs,
edical technician is acting in the course of his employment or occupation and

r whose use any dangerous drug has been prescribed, sold, or dispensed by an
nacist may lawfully possess such drug.

s organization incorporated under the laws of the state of Montana while
ng peyote (pellote) for religious sacramental purposes.

all be construed to prohibit or interfere with the discretion of a practitioner
dminister any dangerous drug to a patient for the treatment of a disease or
s and to medical practice. Addiction, dependence or habitual use of a dangerous
or condition" and the prescription, administration, or dispensation of a
tions incident to such addiction or habitual use shall be deemed "treatment of

be construed to relieve any person from any requirement prescribed by or under
1947.

of dangerous drugs.

offense of a criminal sale of dangerous drugs if he sells, manufactures, prepares,
esses any dangerous drug as defined in this act and does not come within the

(b) A person convicted of criminal possession of dangerous drugs shall be
the state prison not to exceed five (5) years. Any person of the age of 21 yea
violation under this section shall be presumed to be entitled to a deferred imp

Section 6. Fraudulently obtaining dangerous drugs. A person commits the
dangerous drugs if he obtains or attempts to obtain a dangerous drug by (a) fra
or subterfuge; (b) falsely assuming the title of, or representing himself to be
practitioner, pharmacist, owner of a pharmacy or other persons authorized to po
use of a forged, altered, or fictitious prescription; (d) the use of a false na
prescription or; (e) the concealment of a material fact.

Section 7. Altering labels on dangerous drugs. A person commits the offe
dangerous drugs if he affixes a false, forged, or altered label to a package or
dangerous drug, or otherwise misrepresents the package containing a dangerous d

Section 8. Penalty for fraudulently obtaining dangerous drugs or altering
A person convicted of fraudulently obtaining dangerous drugs or altering the la
imprisoned in the county jail for a term not to exceed six (6) months.

Section 9. Alternative sentencing authority. A person convicted of crimi
drugs, fraudulently obtaining dangerous drugs or altering labels on dangerous d
excessive or habitual user of dangerous drugs either from the face of the reco
gation, may in lieu of imprisonment, be committed to the custody of any institu
ment for not less than six (6) months nor more than two (2) years.

Section 10. Jurisdiction. The district court shall have exclusive trial
tions commenced under the Montana Dangerous Drug Act.

Section 11. Section 95-302(a) R.C.M. 1947, shall be amended to read as fo

"95-302. Jurisdiction of the justice of the peace courts. The justices'

(a) Jurisdiction of all misdemeanors punishable by a fine not exceeding
imprisonment not exceeding six (6) months, or both such fine and imprisonment;
commenced under the Montana Dangerous Drug Act except to act as examining and
preliminary hearings as provided in subsection (c).

MONTANA STATE LAW (continued)

l possession of dangerous drugs shall be imprisoned by imprisonment in
years. Any person of the age of 21 years or under convicted of a first
resumed to be entitled to a deferred imposition of sentence.

g dangerous drugs. A person commits the offense of fraudulently obtaining
ts to obtain a dangerous drug by (a) fraud, deceit, misrepresentation
e title of, or representing himself to be a manufacturer, wholesaler,
harmacy or other persons authorized to possess dangerous drugs; (c) the
s prescription; (d) the use of a false name or a false address on a
a material fact.

ngerous drugs. A person commits the offense of altering labels on
forged, or altered label to a package or receptable containing a
ents the package containing a dangerous drug.

tly obtaining dangerous drugs or altering the labels of dangerous drugs.
aining dangerous drugs or altering the labels on dangerous drugs shall be
rm not to exceed six (6) months.

g authority. A person convicted of criminal possession of dangerous
s drugs or altering labels on dangerous drugs, if he is shown to be an
s drugs either from the face of the record or by a pre-sentence investi-
e committed to the custody of any institution for rehabilitative treat-
nor more than two (2) years.

istrict court shall have exclusive trial jurisdiction over all prosecu-
gerous Drug Act.

.C.M. 1947, shall be amended to read as follows:

stice of the peace courts. The justices' courts have:

anors punishable by a fine not exceeding five hundred dollars ($500) or
nths, or both such fine and imprisonment; excluding jurisdiction in cases
Drug Act except to act as examining and committing courts and to conduct
ubsection (c).

(b) Concurrent jurisdiction, with district courts, of all misdemeanors punish
exceeding fifteen hundred dollars ($1,500); and

(c) Jurisdiction to act as examining and committing courts and for such purpo
hearings."

Section 12. The following power of the Montana state board of pharmacy shall
66-1504, R.C.M. 1947, and shall be cited as section 66-1504.1, R.C.M. 1947:

(a) The Montana state board of pharmacy shall have the power to designate by
not now included under the present Montana Dangerous Drug Act as coming within that
after investigation finds such drug to have a potential for abuse because of its de
inogenic or narcotic effect; (2) the appropriate federal drug authorities have prom
drug because of its depressant, stimulant, hallucinogenic or narcotic effect or its
board may from time to time appoint a committee of experts to advise them with rega
involved in determining whether a regulation should be proposed.

(b) Before any drug shall be designated as a dangerous drug the board shall h
of the hearing specifying the drug concerned shall be published at least once a wee
weeks in five (5) newspapers of general circulation throughout the state.

(c) The regulations of the board in designating a substance as a dangerous dr
Dangerous Drug Act shall be published in such manner to such extent as the board ma
notify the public.

Section 13. If any section, subsection, sentence, clause, or phrase of this a
unconstitutional, such decision shall not affect the validity of the remaining por

Section 14. Sections 27-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105,
54-109, 54-110, 54-111, 54-112, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-
54-123, 54-124, 54-125, 54-126, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R
parts of acts in conflict herewith are hereby repealed.

Section 15. This act shall become effective immediately upon its passage and

MONTANA STATE LAW (continued)

tion, with district courts, of all misdemeanors punishable by a fine only, not
lars ($1,500); and

as examining and committing courts and for such purpose to conduct preliminary

ng power of the Montana state board of pharmacy shall be inserted following section
all be cited as section 66-1504.1, R.C.M. 1947:

oard of pharmacy shall have the power to designate by regulation any drug that is
resent Montana Dangerous Drug Act as coming within that act when: (1) the board
h drug to have a potential for abuse because of its depressant, stimulant, halluc-
(2) the appropriate federal drug authorities have promulgated regulations on such
t, stimulant, hallucinogenic or narcotic effect or its potential for abuse. The
ppoint a committee of experts to advise them with regard to any of the above matters
er a regulation should be proposed.

all be designated as a dangerous drug the board shall hold a public hearing. Notice
e drug concerned shall be published at least once a week for three (3) consecutive
of general circulation throughout the state.

the board in designating a substance as a dangerous drug coming within the Montana
published in such manner to such extent as the board may deem necessary to adequately

tion, subsection, sentence, clause, or phrase of this act is for any reason held
ion shall not affect the validity of the remaining portions of this act.

7-724, 27-725, 54-101, 54-102, 54-103, 54-104, 54-105, 54-106, 54-107, 54-108,
12, 54-113, 54-114, 54-115, 54-116, 54-117, 54-118, 54-119, 54-120, 54-121, 54-122,
26, 54-127, 54-128, 94-35-123, 94-35-148, 94-35-199, R.C.M. 1947, and all acts and
rewith are hereby repealed.

hall become effective immediately upon its passage and approval.

VII. GLOSSARY

addict - person that is dependent on drugs either physically or psychologi especially to narcotic drugs

addiction - state of periodic or chronic intoxication produced by the repeate over to the habit of drugs

amphetamine - a stimulant, such as benzedrine or dexedrine, legal only by pres inhalant for relief of colds; used internally to stimulate the c

barbiturate - a form of depressant commonly referred to as "goofballs"; sedati

benzedrine - a stimulant of the amphetamine class; brand of amphetamine

caffeine - a stimulant found in coffee, coke, tea, and coca beans

coca - dried leaves of South American shrub, yielding cocaine; sometime

cocaine - a drug obtained from coca leaves; found as a white powder called

codeine - a drug of the opiate family used to relieve pain; it is habit fo and used as a mild narcotic

dexedrine - a stimulant of the amphetamine class

diet pills - stimulants of the amphetamine class; used to curb the appetite

drugs - any chemcial compounds, other than food, intended for use in tre of disease; substances that affect the normal behaviorial patter

glue sniffing - dangerous action which produces the effect of hallucinogenic dru and death

habituation - a condition resulting from the repeated comsumption of a drug

hallucinogens - any of several drugs (psychedelics) which produce sensations or time, space, sound, color, and other bizarre effects

VII. GLOSSARY

ndent on drugs either physically or psychologically; given to some habit
tic drugs

r chronic intoxication produced by the repeated consumption of a drug; given
f drugs

s benzedrine or dexedrine, legal only by prescription; used as a spray or
of colds; used internally to stimulate the central nervous system

t commonly referred to as "goofballs"; sedative

amphetamine class; brand of amphetamine

n coffee, coke, tea, and coca beans

th American shrub, yielding cocaine; sometimes chewed for stimulating effect

m coca leaves; found as a white powder called "C" or "snow"

te family used to relieve pain; it is habit forming; derived from morphine
narcotic

amphetamine class

amphetamine class; used to curb the appetite

unds, other than food, intended for use in treatment, prevention, or diagnosis
nces that affect the normal behaviorial pattern of an individual

hich produces the effect of hallucinogenic drugs; may cause serious body damage

ing from the repeated comsumption of a drug

gs (psychedelics) which produce sensations or distortion of such things as
, color, and other bizarre effects

heroin - the most powerful and dangerous narcotic of the opiate family; it manufacture, sale, and possession are prohibited in the U.S.

LSD (lysergic acid diethyamide) - a powerful hallucinogen affecting the central nervous system

marijuana - cannabis sativa; a powerful hallucinogen affecting the central ner of a cigarette; controlled legally as a narcotic

morphine - a drug of the opiate family used to relieve pain; it is habit form

narcotics - (dope); a habit forming drug that produces sleep, causes a stupor, of the opiate family are of this class; GK-narke--numbness--one wh narcotics

novacaine - a synthetic drug used as an anesthetic produced from coca leaves

opiates - drugs obtained from opium, a gum from the opium poppy

physical dependence - physiological adaptation of the body to the presence of a drug; th need for drugs; dependence of body on a certain drug

procaine - a synthetic drug used as an anesthetic produced from coca leaves

psilocybin - derived from certain mushrooms in Central America; used in Indian Columbian times; not as potent as LSD but with adequate doses simi in crystal, powder or liquid; psiloyn

psychological dependence - mental dependence which satisfies emotional or personality needs

sedatives (depressants) - any of several drugs which calm by acting on the central nervous pain

stimulants - drugs working on the central nervous system producing excitation,

GLOSSARY (continued)

werful and dangerous narcotic of the opiate family; it has no use in medicine; its
, sale, and possession are prohibited in the U.S.

hallucinogen affecting the central nervous system

ativa; a powerful hallucinogen affecting the central nervous system; found in the form
ette; controlled legally as a narcotic

he opiate family used to relieve pain; it is habit forming

abit forming drug that produces sleep, causes a stupor, or relieves pain; members
ate family are of this class; GK-narke--numbness--one who is addicted to the use of

c drug used as an anesthetic produced from coca leaves

ined from opium, a gum from the opium poppy

cal adaptation of the body to the presence of a drug; the body develops a continuing
rugs; dependence of body on a certain drug

c drug used as an anesthetic produced from coca leaves

om certain mushrooms in Central America; used in Indian religious rites since pre-
times; not as potent as LSD but with adequate doses similar effects produced; available
, powder or liquid; psiloyn

endence which satisfies emotional or personality needs

veral drugs which calm by acting on the central nervous system; medicines which soothe

king on the central nervous system producing excitation, alertness, and wakefulness

GLOSSARY (continued)

tolerance - state of being where an individual must keep increasing the d
same effect

tranquilizer - closely related to sedatives; this drug has the effect of qui
and tensions, and making a person feel more at ease without p
would

withdrawal - severe and painful symptoms which result from the abrupt stop

GLOSSARY (continued)

an individual must keep increasing the dosage of a drug to maintain the

edatives; this drug has the effect of quieting the nerves, reducing anxieties
king a person feel more at ease without putting him to sleep as a sedative

ymptoms which result from the abrupt stoppage of certain drugs

ALCOHOL

Concepts	Teacher Materials	Student Mat
I. Some types of alcohol	Basic Information on Alcohol, Narcotics Education, 1964	Ditto: "Sc accompany f
A. Ethyl (present in alcoholic beverages) C_2H_5OH Three main types:	"Alcohol and Alcoholism" - Public Health Service - #1640	"Health for Foresman an
1. Beer 2. Wine 3 Whisky, rum, gin	"Health for All," Book 7, Scott Foresman, 1965 - pp. 165-173	"About All Foresman an
	"Health for All," Book 8, Scott Foresman - pp. 117-125	Ditto: "A
B. Methyl (wood)		
C. Glycerol (glycerine)	"A Syllabus in Alcohol Education," School and College Service, 1962	
	"Thinking Straight About Drinking" The PTA Magazine, Highlight Series #1 - pp. 19-24	
	"The Problem--Alcohol and Narcotics" Tane Press, 1964	
	"A Student Supplement to the Problem: Alcohol, Narcotics. A Handbook for Teachers," Texas: Tane Press, 1967	
II. Advertising and history	Basic Information on Alcohol, Narcotics Education, 1964 - pp. 170-179	Collection from newsp
	"The Wild Story of Prohibition" - Look, January 21, 1968	
	Basic Information on Alcohol, Narcotics Information, 1964 - pp. 54-63	

	Teacher Materials	Student Materials
alcoholic	Basic Information on Alcohol, Narcotics Education, 1964	Ditto: "Science of Alcohol" (to accompany film)
	"Alcohol and Alcoholism" - Public Health Service - #1640	"Health for All," Book 6, Scott Foresman and Co., 1965 - p. 200
	"Health for All," Book 7, Scott Foresman, 1965 - pp. 165-173	"About All of Us," Book 6, Scott Foresman and Co., 1965 - pp. 199-200
gin	"Health for All," Book 8, Scott Foresman - pp. 117-125	Ditto: "A Story About Alcohol"
e)	"A Syllabus in Alcohol Education," School and College Service, 1962	
	"Thinking Straight About Drinking" The PTA Magazine, Highlight Series #1 - pp. 19-24	
	"The Problem--Alcohol and Narcotics" Tane Press, 1964	
	"A Student Supplement to the Problem: Alcohol, Narcotics. A Handbook for Teachers," Texas: Tane Press, 1967	
ry	Basic Information on Alcohol, Narcotics Education, 1964 - pp. 170-179	Collection of alcohol advertisements from newspapers and magazines
	"The Wild Story of Prohibition" - Look, January 21, 1968	
	Basic Information on Alcohol, Narcotics Information, 1964 - pp. 54-63	

Audio-Visual	Motivating Questions	Activi
Samples of alcohol Experiment materials: celery, red ink, ethyl alcohol, plants, flower pots, soil, grass seed, raw meat, egg, green leaf, oil, gold fish	What is alcohol? Tell what you know about it. Show samples of rubbing alcohol; compare its appearance, smell, and feel (dab on arm) with that of water. What kinds of beverage alcohol are there?	Experi Discus betwee Prepar play tion"
Film: #1162 - "Science of Alcohol" Filmstrip: "Alcohol: Decisions About Drinking" - Q-Ed Transparency: "Distillation"	Is alcohol a stimulant or a depressant? (Depressant) Why do many people think it is a stimulant? Name other stimulants and depressants. Discuss alcoholic content of different beverages How is alcohol made? (Fermentation and distillation.)	Resear cess Experi Alcoho
Poster: "Products of Fermentation"	What foods are made by the process of fermentation?	Discus (sauer pickle on bre
Transparencies: Alcohol Advertisements Poster: "Is It Really?"	How are advertisements of alcoholic beverages usually portrayed? Why is the "glamorous" setting used? What do you know about the early history of alcohol? What is meant by culture? What part does a person's culture play in regard to his feelings about alcohol?	Prepa tising air, glamou Write concer Analyz Report alcoho Make in his

	Motivating Questions	Activities
ery, red ink, wer pots, soil, green leaf,	What is alcohol? Tell what you know about it. Show samples of rubbing alcohol; compare its appearance, smell, and feel (dab on arm) with that of water. What kinds of beverage alcohol are there?	Experiments: See pp. 104-106 Discuss differences and similarities between alcohol and water. Prepare bulletin board and table display - "A Syllabus in Alcohol Education" - p. 51.
Alcohol" isions on"	Is alcohol a stimulant or a depressant? (Depressant) Why do many people think it is a stimulant? Name other stimulants and depressants. Discuss alcoholic content of different beverages How is alcohol made? (Fermentation and distillation.)	Research on simple distillation process - World Book, 1968 - p. 195. Experiments from film, "Science of Alcohol."
entation"	What foods are made by the process of fermentation?	Discuss foods made by fermentation (sauerkraut, cheese, buttermilk, dill pickles, chocolate, action of yeast on bread.)
Advertisements	How are advertisements of alcoholic beverages usually portrayed? Why is the "glamorous" setting used? What do you know about the early history of alcohol? What is meant by culture? What part does a person's culture play in regard to his feelings about alcohol?	Prepare bulletin board showing advertising approaches (i.e., sports, fresh air, country, patriotism, social, glamour, etc.) Write to publishers for information concerning advertising rates. Analyze claims made by advertisements. Report or tape on the history of alcohol. Make cartoons depicting alcohol's use in history.

ALCOHOL (continued)

Concepts	Teacher Materials	Student Ma
III. Uses of alcohol A. Beneficial uses 1. Appetizer stimulant (by doctor's prescription) 2. Relaxing agent 3. Aid to good fellowship (questionable aspect)	Encyclopedia: Industrial and medical uses of alcohol Basic Information on Alcohol, Narcotics Education, 1964	Ditto: " "Alcohol- Press, 19
B. Industrial uses 1. Lacquer 2. Solvent (many products) a. Hand lotions b. Drugs c. Perfumes d. Dyes e. Patent medicines		"The Stor U.S. Indu
C. Medical uses 1. Helpful in some heart conditions 2. Helpful in some diseases of blood vessels	Basic Information on Alcohol, Narcotics Education, 1964 - pp. 91-93	

Teacher Materials	Student Materials
Encyclopedia: Industrial and medical uses of alcohol	Ditto: "Uses of Alcohol"
Basic Information on Alcohol, Narcotics Education, 1964	"Alcohol--Fun or Folly?" - Tane Press, 1968
	"The Story of Industrial Alcohol" - U.S. Industrial Chemicals, 1967
Basic Information on Alcohol, Narcotics Education, 1964 - pp. 91-93	

Audio Visual	Motivating Question	Activi
	What is the root word in prohibition? What does prohibit mean?	Discu the i passe
	Has the drinking of alcoholic beverages always been legal?	Resea
Filmstrip: "Alcohol--Chemistry and Uses" - Eyegate - 190-A	Do you think there are beneficial uses for alcohol? List them.	Colle table
Transparencies: "Snake Bite" - "Warms Guys Up"	Does alcohol contain calories? (Yes) Vitamins? (No) Minerals? (No) Proteins? (No)	List contai etc.)
	Does alcohol really cure snakebite? Does it really "warm one up?"	Discu of al
		Exper Alcoh
		Hold using
	What are some industrial uses of alcohol?	Bulle alcoh
	What is the connection between alcohol and patent medicines?	Alcoh 50 an
		Outli
		Show cryst
Pictures from magazines showing medical uses for alcohol	What are some medical uses for alcohol?	Resea

	Motivating Question	Activities
emistry and	What is the root word in prohibition? What does prohibit mean?	Discuss the problems which arose after the 18th Amendment or "Dry Law" was passed on 1919.
	Has the drinking of alcoholic beverages always been legal?	Research: "18th Amendment"
	Do you think there are beneficial uses for alcohol? List them.	Collect items containing alcohol for table or bulletin board display
Bite" -	Does alcohol contain calories? (Yes) Vitamins? (No) Minerals? (No) Proteins? (No)	List items used in the kitchen that contain alcohol (vanilla flavoring, etc.)
	Does alcohol really cure snakebite? Does it really "warm one up?"	Discuss fallacies concerning the use of alcohol.
		Experiments from film, "Science of Alcohol" may be incorporated.
		Hold a pronunciation and defining bee using key words learned thus far.
	What are some industrial uses of alcohol?	Bulletin board showing importance of alcohol in industry. "Syllabus in Alcohol Education" - pp. 19-21 and 50 and 51.
	What is the connection between alcohol and patent medicines?	Outline industrial uses.
		Show solvent action of alcohol on crystals of iodine.
showing	What are some medical uses for alcohol?	Research: "Alcohol in Medicine"

ALCOHOL (continued)

Concepts	Teacher Materials	Student M
3. External alcohol massages		
4. Disinfectant; sterilize surgical equipment		
5. Diagnose early stage of Hodgkin's disease		
6. Test acid secreting glands of stomach		
D. Detrimental uses 1. Alcoholic beverages	Health and Fitness - D.C. Heath, 1962 - pp. 324-326	"Alcohol: Education
IV. Adolescents may drink for a variety of reasons. Some of these are: A. To be one of the crowd B. To appear mature and grown-up C. To escape reality D. "Bottled" courage E. To conquer shyness F. To be popular G. To quell feelings of inadequacy H. A form of rebellion against parents and adults I. Because associates drink J. To satisfy curiosity; experiment	"How Teens Set the Stage for Alcoholism" - AMA - 1964 "Teenage Drinking in a Modern Society" - PTA Magazine - Reprint: Highlight Series #1 "Thinking About Drinking" - Public Health Service #1683	Ditto: Ditto: "a Drink" "Booze an Field En "Thinking Health Se Publicat
V. Alcohol is absorbed directly into the bloodstream A. Effects on body--immediate	Refer to previous teacher materials Basic Information on Alcohol, Narcotics Information, 1964 "Alcohol Today--A Workbook for Youth" - Tane Press, 1965	Ditto: Ditto: For the A Workbo 1965

	Teacher Materials	Student Materials
ages		
ze		
cf		
glands		
	Health and Fitness - D.C. Heath, 1962 - pp. 324-326	"Alcohol: Fun or Folly?" - Narcotic Education, 1966
	"How Teens Set the Stage for Alcoholism" - AMA - 1964	Ditto: "Alcohol is Dynamite"
	"Teenage Drinking in a Modern Society" - PTA Magazine - Reprint: Highlight Series #1	Ditto: "How to Say 'No' When Offered a Drink"
wn-up		"Booze and You--For Teenagers Only" - Field Enterprises, 1964
	"Thinking About Drinking" - Public Health Service #1683	"Thinking About Drinking" - Public Health Service - Children's Bureau Publication #456
nst		
	Refer to previous teacher materials	Ditto: "Absorption of Alcohol"
	Basic Information on Alcohol, Narcotics Information, 1964	Ditto: "The Brain"
ate	"Alcohol Today--A Workbook for Youth" - Tane Press, 1965	For the able student: "Alcohol Today--A Workbook for Youth" - Tane Press, 1965

Audio Visual	Motivating Questions	Activitie
	Can you think of any harmful uses of alcohol?	Discussi alcohol
Film: #1257 - "Alcohol is Dynamite"	Why do you think young people experiment with alcohol?	Bring ar drinking
	How does alcohol affect the individual's personality?	Creative
	How might you say "no" when offered a drink?	Make int young pe discuss
	Why is there a certain legal age for drinking?	List and people e
Transparency: "Absorption of Alcohol" Transparency: "The Brain" Filmstrip: "Alcohol--Health Control" - Eyegate 190-B	Review way in which food is digested. Compare this with the way in which alcohol is absorbed without digestion.	Researc which fo into bo Lesson: the brai

Motivating Questions	Activities
Can you think of any harmful uses of alcohol?	Discussion of detrimental uses of alcohol.
Why do you think young people experiment with alcohol?	Bring articles related to adolescent drinking.
How does alcohol affect the individual's personality?	Creative dramatics.
How might you say "no" when offered a drink?	Make interview tapes concerning why young people drink. Analyze and discuss them.
Why is there a certain legal age for drinking?	List and discuss reasons why young people experiment with alcohol.
Review way in which food is digested. Compare this with the way in which alcohol is absorbed without digestion.	Research and discussion of the way in which food and alcohol are absorbed into body cells.
	Lesson: Functions of the areas of the brain.

ALCOHOL (continued)

Concepts	Teacher Materials	Stu
B. Effect on health	"The Illness Called Alcoholism" - AMA - #OP 192 "Alcoholism--A Sickness That Can Be Beaten" - Public Affair Pamphlet #118 "Alcohol--Why the Fuss" - Narcotics Education, 1966	Dit Tea tea

Teacher Materials	Student Materials
"The Illness Called Alcoholism" - AMA - #OP 192 "Alcoholism--A Sickness That Can Be Beaten" - Public Affair Pamphlet #118 "Alcohol--Why the Fuss" - Narcotics Education, 1966	Ditto: "What Do You Think?" Teacher materials with discretion of teacher.

Audio Visual	Motivating Questions	Activities
Poster: "Stages of Intoxication" Transparency: "Legal Limit"	What effects does alcohol have on one's behavior? Personality? Skills? (Especially those required in sports and driving.) What is meant by the saying, "Alcohol and water don't mix."?	Give an expl statement: the brain st and works pr the lowest c content of t Analyze the have observe Discuss the during each Investigate alcohol cont State Law. Police Resou the law to s mine degree Invite the h about alcoho to training View picture might appear (Example: f
Film: #1258 - "To Your Health"	How might we discover what vitamin deficiency diseases are associated with alcoholism? How do coaches train young people for life as well as for athletics? How do alcoholics differ from other drinkers?	Activities p Vary the die beverage alc but not in o Invite a pub to explain a alcohol on h

	Motivating Questions	Activities
ion"	What effects does alcohol have on one's behavior? Personality? Skills? (Especially those required in sports and driving.) What is meant by the saying, "Alcohol and water don't mix."?	Give an explanation for the following statement: "The action of alcohol on the brain starts at the highest centers and works progressively downward to the lowest centers as the alcoholic content of the blood increases." Analyze the actions of a person you have observed who has been drinking. Discuss the part of the brain affected during each stage of intoxication. Investigate the legal limit of blood-alcohol content according to Montana State Law. Police Resource: Invite an officer of the law to show methods used to determine degree of intoxication. Invite the high school coach to speak about alcohol and athletics as related to training for varsity sports. View pictures showing how a scene might appear after alcohol intake. (Example: film out of focus.)
h"	How might we discover what vitamin deficiency diseases are associated with alcoholism? How do coaches train young people for life as well as for athletics? How do alcoholics differ from other drinkers?	Activities p. 107 Vary the diets of mice or rats. (Mix beverage alcohol in food of one rat but not in other, etc.) Invite a public health nurse or doctor to explain a phase of the effect of alcohol on health.

ALCOHOL (continued)

Concepts	Teacher Materials	Student Ma
VI. Alcohol has a definite effect on society	Refer to previous teacher materials.	Ditto: "W
		Ditto: "W
A. Traffic accidents	"How Britain Cuts Road Deaths" - U.S. News and World Report - February 19, 1968	Ditto: "S Passenger
B. Industry	"Alcoholism in Industry" - America, March 9, 1968	Ditto: Q
1. Accidents	"The Beginning of Wisdom" - Fortune, May, 1968	
2. Absenteeism	"Test Your Alcohol Quotient" - AMA - #OP 87	
C. Crime	Current news articles	Current n

	Teacher Materials	Student Materials
t	Refer to previous teacher materials.	Ditto: "What Would You Do?"
		Ditto: "What Would You Say?"
	"How Britain Cuts Road Deaths" - U.S. News and World Report - February 19, 1968	Ditto: "Stopping Distances for Passenger Cars on Dry Roads"
	"Alcoholism in Industry" - America, March 9, 1968	Ditto: Quiz - "Alcohol"
	"The Beginning of Wisdom" - Fortune, May, 1968	
	"Test Your Alcohol Quotient" - AMA - #OP 87	
	Current news articles	Current news articles

Audio Visual	Motivating Questions	Activities
Film: "None for the Road" - G.F. Public Library Poster: "Effects on Society" Transparency: "Stopping Distances"	Under what circumstances might a person's drinking of alcoholic beverages be harmful to others? What are some of the reasons behind the safety slogan, "If you drink, don't drive"? What legal restrictions have been put on individuals driving under the influence of alcohol? Can you afford the expense and risks in drinking? Why is the sale of liquor prohibited on election day?	Bring to articles in which these as or panels quency an Write a p Safety Pr Make post ing the u Discuss t forbiddin beverage
Transparency: "Rules for Pilots"	What are some problems that the use of alcohol poses for industry? What are some special hazards in industry for the person who is under the influence of alcohol? What measures have various industries taken to help prevent the huge losses that result from workers who drink too much? How would you explain this statement, "Alcohol gives a person a false sense of security"? What rules must pilots obey concerning the use of alcohol? (See teacher information.) How are alcohol and crime related?	Write to Patrol fo tistics a to accide Find out transport their emp Report: Intervie Invite a regulatio enforces Prepare b Crime"

	Motivating Questions	Activities
G.F.	Under what circumstances might a person's drinking of alcoholic beverages be harmful to others?	Bring to class clippings from news articles reporting crimes or accidents in which drinking was a factor. Use these as a basis for class discussions or panels relating to juvenile delinquency and teenage car accidents.
ances"	What are some of the reasons behind the safety slogan, "If you drink, don't drive"?	
	What legal restrictions have been put on individuals driving under the influence of alcohol?	Write a paragraph - "Alcohol as a Safety Problem."
	Can you afford the expense and risks in drinking?	Make posters and write slogans concerning the use of alcohol.
	Why is the sale of liquor prohibited on election day?	Discuss the laws that have been passed forbidding the sale of alcoholic beverages to minors.
lots"	What are some problems that the use of alcohol poses for industry?	Write to the Montana State Highway Patrol for information concerning statistics about alcohol's relationship to accidents.
	What are some special hazards in industry for the person whc is under the influence of alcohol?	Find out how aviation, railroad, and transportation authorities feel about their employees' use of alcohol.
	What measures have various industries taken to help prevent the huge losses that result from workers who drink too much?	Report: "Rules of Pilots"
	How would you explain this statement, "Alcohol gives a person a false sense of security"?	Interview pilot and report to class.
	What rules must pilots obey concerning the use of alcohol? (See teacher information.)	Invite a pilot to tell about alcohol regulations that airlines have enforces.
	How are alcohol and crime related?	Prepare bulletin board: "Alcohol-Crime"

ALCOHOL (continued)

Concepts	Teacher Materials	Stu
D. Home	"Thinking Straight About Drinking" - The PTA Magazine - Highlight Series No. 1, 3-7	"Th The #1
1. Broken homes		
2. Neglect of children	"Alcoholism--A Sickness That Can Be Beaten" - Public Affairs Pamphlet #118	
E. Self		
1. Health		
2. Degeneration of appearance		

	Teacher Materials	Student Materials
s	"Thinking Straight About Drinking" - The PTA Magazine - Highlight Series No. 1, 3-7	"Thinking Straight About Drinking" - The PTA Magazine, Highlight Series #1 - pp. 8-13
hildren	"Alcoholism--A Sickness That Can Be Beaten" - Public Affairs Pamphlet #118	
n of appearance		

Audio Visual	Motivating Questions	Activities
Transparency: "A Little Drink Every Day" Transparency: "How Long Does An Alcoholic Live?" Poster: "Don't Hide--Face Facts"	Discuss the differences between social drinking and alcoholism; can social drinking lead to alcoholism? Need it always? Review effects of alcohol on health. Discuss the appearance of the "alcoholic."	Have more able prepare and gi "The Work of A Allow students experiences of but ask them n names. (Encou know a person How can smokin cate the teena rather than so

	Motivating Questions	Activities
ery	Discuss the differences between social drinking and alcoholism; can social drinking lead to alcoholism? Need it always?	Have more able student committees prepare and give class reports on "The Work of Alcoholic Anonymous."
	Review effects of alcohol on health.	Allow students the opportunity to cite experiences of others' use of alcohol, but ask them not to mention specific names. (Encourage their saying, "I know a person who...")
	Discuss the appearance of the "alcoholic."	How can smoking and drinking complicate the teenage social problems rather than solve them?

VII. TEACHER INFORMATION

Alcohol in beverages is ethyl alcohol (C_2H_5OH). It is prepared by:

Fermentation - (Example: Beer is fermented at 3-6% alcohol)

1. Barley is converted to malt which is dried and ground. (Corn or rice added to the malt and is stirred and cooked. The result is a starch sugar. Liquid wort (malt and water) is then boiled. Hops (for bette yeast and the process of fermentation then takes place. The unripe b of 1-2 months (chemicals have reduced this to three days) after whic added) and pasteurized before packaging.

2. Example: Wine is made a 14% alcohol or 20% if it is fortified. In and stemmed. This liquid result is then mixed with alcohol and put removal the liquid is then placed in a settling tank which permits s It is then filtered, cooled, and flash pasteurized. It is then stor years before packaging.

Distillation - (Process used for the preparation of hard liquors)

1. Meal, grain, or fruit is ground and water is added. This liquid mas through cooling pipes. Yeast is now added and fermenting takes plac then run through a still (where the alcohol is separated as a vapor) into a liquid and put into oaken barrels for aging. According to U. process cannot be for less than a period of four years.

VII. TEACHER INFORMATION

alcohol (C_2H_5OH). It is prepared by:

Beer is fermented at 3-6% alcohol)

ed to malt which is dried and ground. (Corn or rice may also be used.) Water is
and is stirred and cooked. The result is a starch that contains fermentable
rt (malt and water) is then boiled. Hops (for better flavor) are added along with
cess of fermentation then takes place. The unripe beer is then aged for a period
emicals have reduced this to three days) after which it is carbonated (CO_2 is
rized before packaging.

made a 14% alcohol or 20% if it is fortified. In making wine the fruit is crushed
s liquid result is then mixed with alcohol and put into a fermentation tank. After
d is then placed in a settling tank which permits sediments in the liquid to settle.
ed, cooled, and flash pasteurized. It is then stored for a period of months to
aging.

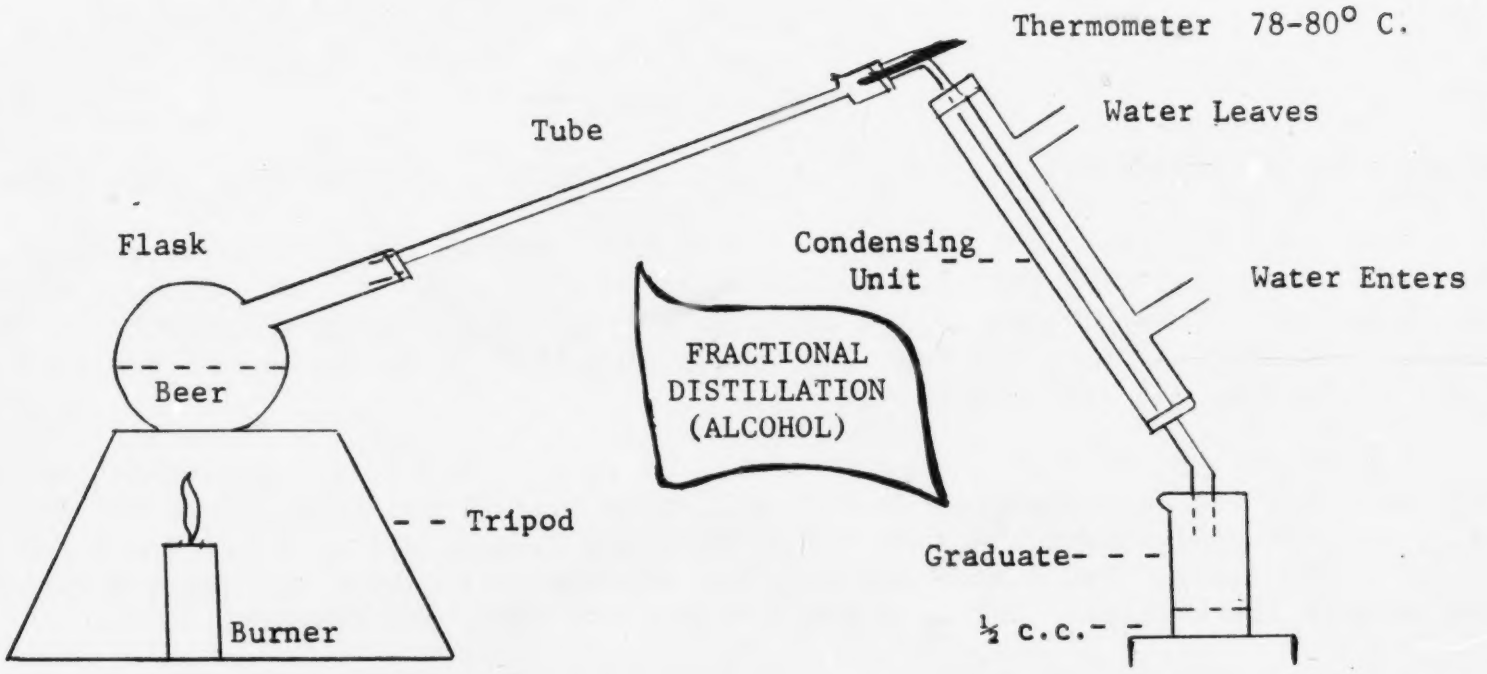
used for the preparation of hard liquors)

fruit is ground and water is added. This liquid mash is then cooked by steam pumped
ipes. Yeast is now added and fermenting takes place. Mash (distiller's beer) is
a still (where the alcohol is separated as a vapor). This vapor is then condensed
put into oaken barrels for aging. According to U.S. Government laws, this aging
for less than a period of four years.

For advanced groups: Have chemist distill a bottle of beer.

ACTIVITY SECTION

EXPERIMENT AND RESEARCH



FRACTIONAL DISTILLATION

To determine the amount of alcohol in a bottle of beer, enlist the aid of a chemist or science teacher in working out this project. The alcohol may be used for experiments outlined in A Syllabus in Alcohol Education.

TEACHER INFORMATION (continued)

EXPERIMENTS

Materials:
- Celery
- Red ink
- Ethyl alcohol
- Pint bottle
- Two similar plants
- Two small flower pots
- Soil
- Matches
- Grass seed
- Raw meat
- Egg
- Green leaf
- Oil
- Goldfish
- Frog
- Small jars

Experiment 1 - Stick a piece of celery into red ink; look later to see what change

Experiment 2 - Look at these two bottles. They look as if they had water in them. contents and then tell what each contains.) "Yes, one is water and a drop from each bottle on some of the children's arms. Explain th action. Question until they say that the two liquids look alike, b "Let's find if they act alike on plants."

Experiment 3 - Into a pint bottle put 16.2 cc (3+teaspoonfuls) of ethyl alcohol (t of 4½% beer) and fill with water. We will call this alcohol soluti flower pots with soil; plant the same amount of grass seed in each. the other W for water. Wet A each day with the mixture or solution amount of pure fresh water. Set in a sunny window and watch the re

Experiment 4 - Give two other children potted plants exactly alike. Label the pla A with the alcohol solution and the plant W with the same amount of sunny window and watch them carefully each day to see what happens.

Study experiment 1 -
a. Note the changes.
b. How did the ink get inside the celery?
c. Discuss how plants get food and water from the ground. C water carried by the blood in our bodies.

TEACHER INFORMATION (continued)

EXPERIMENTS

Grass seed
Raw meat
Egg
Green leaf
Oil
Goldfish
Frog
Small jars

nts
pots

celery into red ink; look later to see what changes have taken place.

vo bottles. They look as if they had water in them. (Let several smell the
en tell what each contains.) "Yes, one is water and the other is alcohol." Place
bottle on some of the children's arms. Explain the difference in feeling and
on until they say that the two liquids look alike, but smell and feel differently.
they act alike on plants."

tle put 16.2 cc (3+teaspoonfuls) of ethyl alcohol (the amount in one 12 oz. bottle
d fill with water. We will call this alcohol solution. Have two children fill
h soil; plant the same amount of grass seed in each. Label one A for alcohol and
water. Wet A each day with the mixture or solution and water W with the same
fresh water. Set in a sunny window and watch the results.

children potted plants exactly alike. Label the plants A and W. Water the plant
hol solution and the plant W with the same amount of fresh pure water. Set in a
d watch them carefully each day to see what happens.

the changes.
id the ink get inside the celery?
ss how plants get food and water from the ground. Compare with the food and
carried by the blood in our bodies.

Study experiments 3 & 4 - Time would not permit more for one day but children sh
daily, discussing changes as they appear. Bring out:

What happened to the seeds in W and A?

What happened to the plants in W and A?

What is a substance called that hinders growth or i
alcohol be called a poison? Why do people sometime

Experiment 5 - Experiment to see what alcohol does to other things.

a. Leaf in fresh water--leaf in alcohol.
b. Oil (castor or olive) in water--same in alcohol.

Divide the class into two groups. One group will get ready to te
water did not dissolve, using experiments "a," "b."

Experiment 6 - Use a small (3 inch) goldfish. Put it into a solution of ½ oz. a
amount in a 12 oz bottle of beer). In about 20 minutes the fish
(floating to the surface). When the effect of alcohol can be see
in fresh water.

Experiment 7 - Into a large glass jar, pour a solution (½ oz. alcohol in 3/4 pin
inch. In this set a lively frog and place a wire net over the to
15 or 20 minutes. Observe the actions of the frog. Remove frog

Experiment 8 - TEMPERATURE:

Cold	Water freezes at 32°F.	Alcohol freezes at 20
Heat	Water boils at 212°F.	Alcohol boils at 172°

Conclusion: Water and alcohol are different.

Experiment 9 - Touch a lighted match to a small container of water. Note action
small container of alcohol. Note action. Conclusion: Water que

TEACHER INFORMATION (continued)

ould not permit more for one day but children should watch the other experiments
discussing changes as they appear. Bring out:

t happened to the seeds in W and A?

t happened to the plants in W and A?

t is a substance called that hinders growth or is injurious? (Poison) Could
ohol be called a poison? Why do people sometimes forget that alcohol is a poison?

what alcohol does to other things.

esh water--leaf in alcohol.
r or olive) in water--same in alcohol.

into two groups. One group will get ready to tell how alcohol dissolved what
solve, using experiments "a," "b."

ch) goldfish. Put it into a solution of ½ oz. alcohol in 3/4 pint of water (the
bottle of beer). In about 20 minutes the fish will be "under the influence"
surface). When the effect of alcohol can be seen, remove the fish and place him

s jar, pour a solution (½ oz. alcohol in 3/4 pint of water) to a depth of one
t a lively frog and place a wire net over the top of the jar. Leave in place for
Observe the actions of the frog. Remove frog and place in fresh water to recover.

er freezes at 32°F. Alcohol freezes at 200° below F. (anti-freeze)
er boils at 212°F. Alcohol boils at 172°F.

r and alcohol are different.

atch to a small container of water. Note action. Touch a lighted match to a
f alcohol. Note action. Conclusion: Water quenches fire; alcohol burns readily.

Experiment 10 - Fill a two-dram vial only half full of water; tip vial and slo
top with finger, turn upside down and shake. Watch the vacuum
of alcohol. It is this action which makes alcohol a preservat
preventing decay.

Conclusion: The actions of water and alcohol are different.
water" because it looked like water but burned i
characteristic actions: it dissolves what water

Experiment 11 - Place a small portion of raw meat in a jar containing alcohol
jar of water. Leave overnight. Note reactions.

Place a leaf in a jar of alcohol. Place a leaf in a jar of wa
appearance of solution. (Leaf in alcohol has had chlorophyll
the liquid a green color.)

Pour a small amount of alcohol into a saucer containing the wi

Film #1162 - "Science of Alcohol" contains experiment suggest

TEACHER INFORMATION (continued)

am vial only half full of water; tip vial and slowly fill up with alcohol; close
er, turn upside down and shake. Watch the vacuum formed by the dehydrating action
It is this action which makes alcohol a preservative, absorbing moisture, and thus
cay.

The actions of water and alcohol are different. The Indians called whisky "fire
water" because it looked like water but burned in the fire. Alcohol has two
characteristic actions: it dissolves what water will not; it absorbs water.

portion of raw meat in a jar containing alcohol. Place a piece of raw meat in a
Leave overnight. Note reactions.

in a jar of alcohol. Place a leaf in a jar of water. Leave overnight. Note
solution. (Leaf in alcohol has had chlorophyll extracted by the alcohol leaving
green color.)

amount of alcohol into a saucer containing the white of an egg. Note reaction.

"Science of Alcohol" contains experiment suggestions.

TEACHER INFORMATION (continued)

ACTIVITIES

A normal driver, when looking ahead, can see objects approaching from both sides. sitting on a chair (the driver's seat) and name the children as they approach fro that as much alcohol as is in a glass of beer narrowed the eye span. Place piece position of blinders. Let the children approach from both sides again. Note rea safety?

The normal eye can see distinctly about 30 feet ahead. (Measure and mark distanc a glass or two of beer reduced that distance as much as one-third. How many feet How far then could the drunken driver see? (20) Have you ever heard a driver say close."?

Discuss:

Red and green lights are the signals for danger and safety. Alcohol equal to the lights. Two hours after drinking, traffic lights may appear pink or white driver doesn't see the red light, he is likely to conclude that the green light red light without knowing he has done so.

Numbing the nerve centers affects the head and hand teamwork. A sober driver a second. It was found that the alcohol in a glass or two of beer may lengthen of a second. (Kraeplin). All the senses have been dulled and the thinking pr

Have the children make a list of the rules for good pilots. What rules must pilot of good pilots:

Good eyesight
Good hearing
Keen sense of smell
Accurate thinking and ability to make decisions quickly
Prolonged endurance
Steady nerves and sense of responsibility and honor
Ability to fix attention over a one period of time and to make de

TEACHER INFORMATION (continued)

ACTIVITIES

ahead, can see objects approaching from both sides. Have the children try it by
r's seat) and name the children as they approach from both sides. It was found
a glass of beer narrowed the eye span. Place pieces of cardboard or paper in the
e children approach from both sides again. Note reactions. How would this affect

ctly about 30 feet ahead. (Measure and mark distance) As much alcohol as is in
d that distance as much as one-third. How many feet is that? (10) Measure that
n driver see? (20) Have you ever heard a driver say, "I didn't think it was so

he signals for danger and safety. Alcohol equal to a glass or two of beer dims
er drinking, traffic lights may appear pink or white instead of red. Because the
light, he is likely to conclude that the green light is on and drives through the
he has done so.

affects the head and hand teamwork. A sober driver can put on the brake in 1/5 of
at the alcohol in a glass or two of beer may lengthen that time to 2/5 or even 4/5
All the senses have been dulled and the thinking process slowed down by alcohol.

of the rules for good pilots. What rules must pilots obey? Name the requirements

smell
king and ability to make decisions quickly
urance
and sense of responsibility and honor
x attention over a one period of time and to make demands at one time

What could help develop these rules? What could hinder their development?

Alcohol interferes with both reflex and voluntary movements

Alcoholic drinks hinder quick action in flying

Small amount of alcohol in the blood causes a dullness in the nerve ce
important functions required of the pilot

TEACHER INFORMATION (continued)

ules? What could hinder their development?

res with both reflex and voluntary movements

s hinder quick action in flying

alcohol in the blood causes a dullness in the nerve cells which control
ions required of the pilot

ALCOHOL IN INDUSTRY

Alcohol has many uses in industry. Some of them are:

A solvent for making drugs, dyes, oils, resins, shallacs, varnishes, shoe dissolves what water will not dissolve.

A chief element in extracts, perfumes, lotions, liniments, essenses, tinc washing preparations, insecticides; in the processes of printing, photog and felt hats, soap, artificial silks, imitation leather, cutlery and jew substances which water does not affect, or it will harden other substance

An antiseptic for ablutions--because it kills bacteria.

A preservative for specimens of plant and animal tissues, by absorbing s and prevents decay.

An important element in barometers, thermometers, spirit levels, anti-fr affected by temperature changes.

A fuel for producing heat, power, "canned heat"; it burns freely without

SEE ENCYCLOPEDIA REFERENCES ON "INDUSTRIAL ALCOHOL."

ABSORPTION OF ALCOHOL

After absorption and distribution by the blood, alcohol undergoes changes. in the liver; here alcohol is changed to acetaldehyde (a toxic irritating c Acetaldehyde is oxidized to form acetate, carbon dioxide, and other compoun doesn't change and is eliminated in the breath, perspiration, and urine. E up the rate of metabolism, but as yet none have been successful.

TEACHER INFORMATION (continued)

ALCOHOL IN INDUSTRY

dustry. Some of them are:

gs, dyes, oils, resins, shallacs, varnishes, shoe and stove polishes--because it
l not dissolve.

cts, perfumes, lotions, liniments, essenses, tinctures, disinfectants, cleaning and
secticides; in the processes of printing, photography, the making of films, straw
ificial silks, imitation leather, cutlery and jewelry--because it will dissolve
oes not affect, or it will harden other substances.

ons--because it kills bacteria.

mens of plant and animal tissues, by absorbing some of the water it leaves them hard

barometers, thermometers, spirit levels, anti-freeze mixtures because it is little
changes.

t, power, "canned heat"; it burns freely without smoke or ash.

NCES ON "INDUSTRIAL ALCOHOL."

ABSORPTION OF ALCOHOL

ibution by the blood, alcohol undergoes changes. The major part of the changes occur
is changed to acetaldehyde (a toxic irritating chemical which rarely accumulates).
o form acetate, carbon dioxide, and other compounds. A small per cent of alcohol
inated in the breath, perspiration, and urine. Efforts are now being made to speed
but as yet none have been successful.

TEACHER INFORMATION (continued)

EFFECT OF ALCOHOL BY %

.05% - .15%	lack of coordination
.15% - .20%	obvious intoxication
.30% - .40%	unconsciousness
.50% - +	may be fatal
.60% - .70%	centers that control breathing and heartbeat are

TREATMENT FOR ALCOHOLISM

1. Some cases are incurable.
2. Long, tedious treatment for those who wish to be cured; hospitalization requ

   1. Psychotherapy for patient
   2. Conditioning--purpose is to make patient hate the smell, s alcohol; drugs are given to bring about nausea and vomitin
   3. Sensitization--give agents such as animal charcoal to pro
   4. Alcoholism clinics--try to create group spirit
   5. Alcoholics Anonymous--fellowship of former addicts
   6. Effects of alcohol withdrawal--"D T'S"--delirium tremens (auditory); treatment is to improve nutrition, vitamins, mi balance

TEACHER INFORMATION (continued)

EFFECT OF ALCOHOL BY %

coordination
intoxication
iousness
fatal
that control breathing and heartbeat are affected and death follows

TREATMENT FOR ALCOHOLISM

hc wish to be cured; hospitalization required; forms of treatment:

r patient
rpose is to make patient hate the smell, sight, taste, and thought of
re given to bring about nausea and vomiting
ive agents such as animal charcoal to produce dizziness and nausea
cs--try to create group spirit
mous--fellowship of former addicts
ol withdrawal--"D T'S"--delirium tremens (hallucinations--visual and
tment is to improve nutrition, vitamins, minerals, and restore water-salt

MISCELLANEOUS INFORMATION

Alcohol has the following effects on the body:

- Stimulates flow of saliva and gastric juices; increases urine excretion
- Dilates blood vessels
- May increase heartbeat and blood pressure
- May affect the liver
- Causes inflammation of throat, windpipe, and stomach linings (hard liquor)
- Increases weight because it is a high energy food and doesn't need digesting; ther
- Affects brain, acts as a stimulant; dulls thinking
- Creates a warmth illusion

Excess alcohol causes:

- Euphoria (sense of well-being)
- Causes overly assertive personality
- Reflexes become sluffish
- Depression (crying spells)
- Inebriation--face flushed; pupils dilated; speech difficulty; violence; creates d

Alcohol in beverages is absorbed without digestion--some is absorbed through the sto intestine. Rate of absorption depends on:

- Amount of alcohol consumed
- Other chemicals in the beverage
- Food in the stomach
- Speed of drinking
- Body weight

The health of a person may be affected by alcohol:

- Malnutrition
- Liver ailment (cirrhosis) - No Positive Proof
- Alcoholic polyneuritis
- Wernicke's disease

TEACHER INFORMATION (continued)

MISCELLANEOUS INFORMATION

s on the body:
gastric juices; increases urine excretion
cod pressure
, windpipe, and stomach linings (hard liquor)
s a high energy food and doesn't need digesting; therefore food intake must be cut
ulant; dulls thinking

)
nality

pils dilated; speech difficulty; violence; creates disturbances

without digestion--some is absorbed through the stomach, but most through the small
epends on:

ge

ffected by alcohol:

No Positive Proof

Amnesia
Epileptic seizures
Mental disturbance--paranoia
Unusually affected by cold
Cancer
Beer heart
Pellagra
Kidney disease--no medical evidence, but can aggravate stomach ulcers

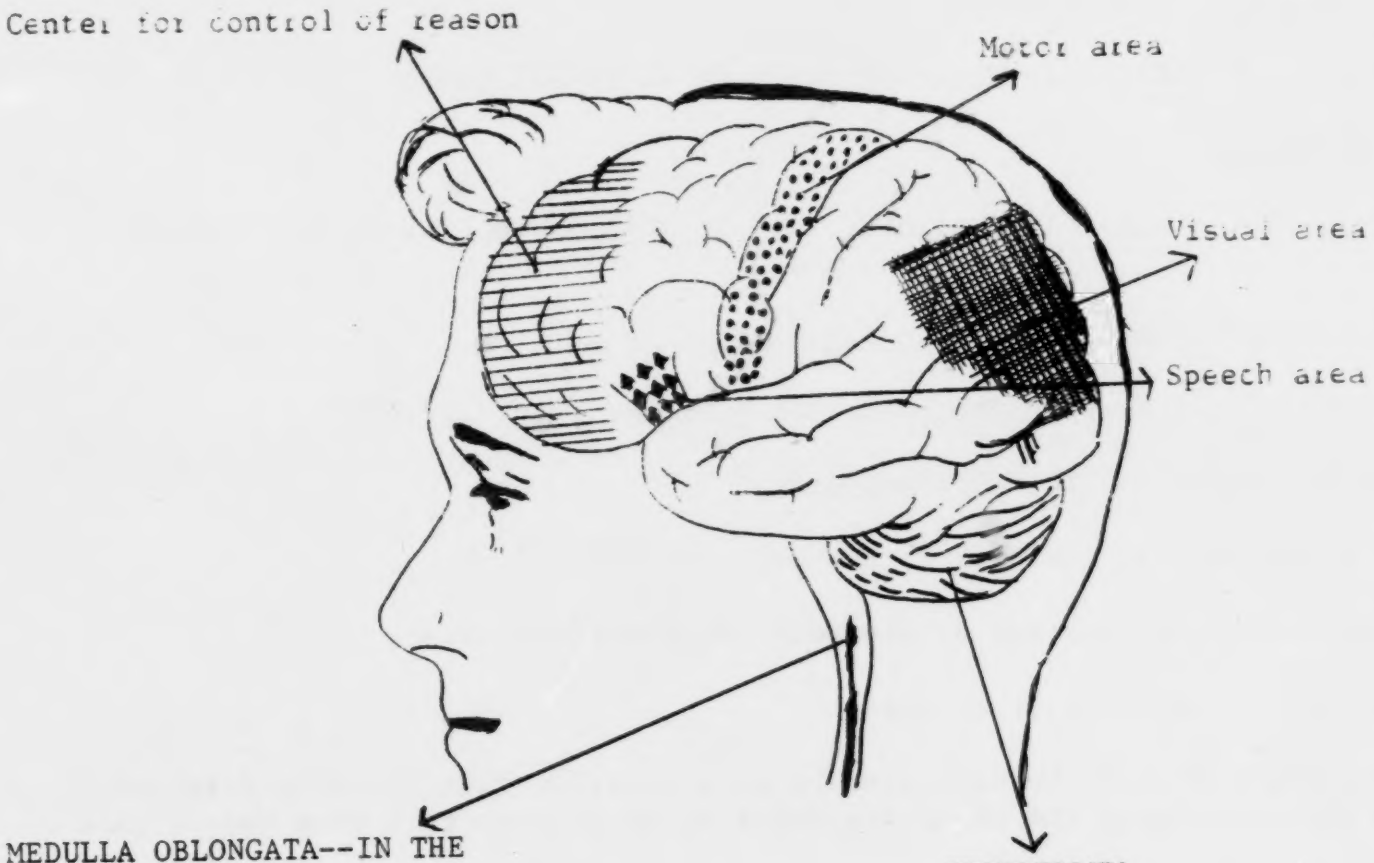
Symptoms of alcoholism:

Bloodshot eyes
Puffy skin on forehead and face
Flushed skin
"Whisky nose"
Hoarseness
Trembling of fingers
Appetite loss
Stomach lining inflammation--gastritis
Nausea and vomiting

HOW DOES ALCOHOL AFFECT THE BODY?

The higher centers of the brain--which control judgment and reasoning--are affected first. Inhibitions are removed and emotions begin to take charge of behavior.

As more
motor ar
resultin



MEDULLA OBLONGATA--IN THE BRAIN STEM

(Part of the brain that helps control breathing, circulation of blood, digestion.)

CEREBELLUM

(Part of the brain that helps control balance and coordinati

BAUER, JENKINS, SHACTOR, POUNDS,

THE NEW HEALTH AND SAFETY

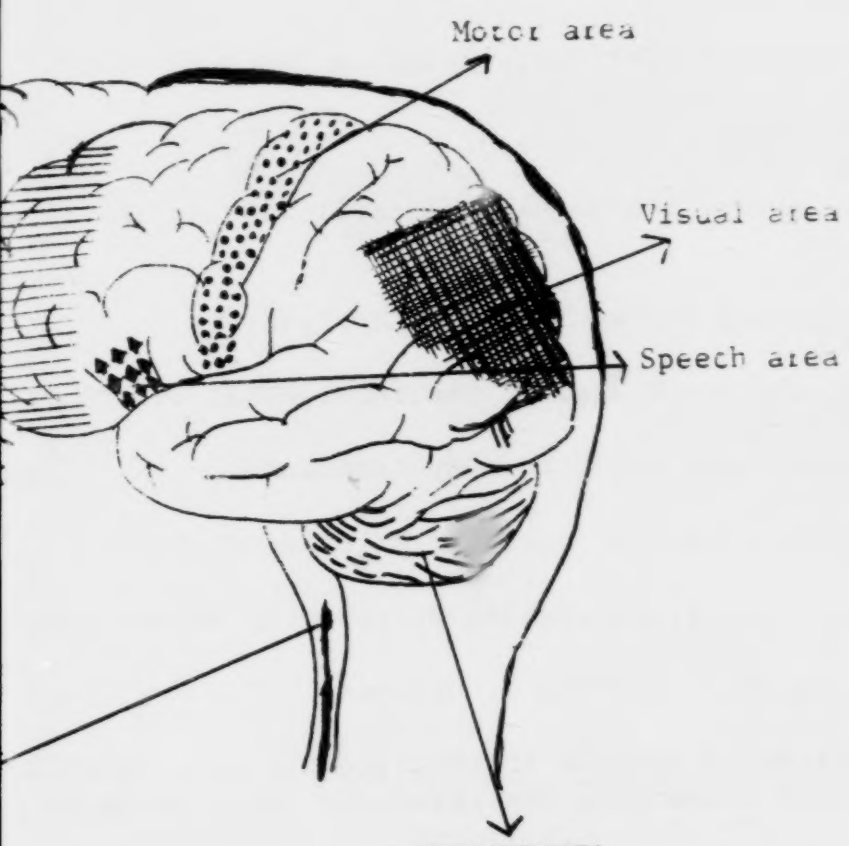
SCOTT, FORESMAN & COMPANY - p. 100 - 1965

TEACHER INFORMATION (continued)

HOW DOES ALCOHOL AFFECT THE BODY?

n--which control
fected first.
notions begin to

As more alcohol is absorbed, the motor area of the brain is affected--resulting in impaired coordination.



Next, the center for speech control is upset; speech becomes incoherent

The visual area of the brain is affected next. Focusing of the eyes becomes difficult.

With increased intake of alcohol, the whole balance of the brain is upset, and the person "passes out"--numbed into unconsciousness by the effects of alcohol, an anesthetic drug.

(Part of the brain that helps control balance and coordination.)

BAUER, JENKINS, SHACTOR, POUNDS,

THE NEW HEALTH AND SAFETY

SCOTT, FORESMAN & COMPANY - p. 100 - 1965

VIII. GLOSSARY

absorb - to take in and incorporate into the cells

abstention - a doing without

alcoholic content - the amount of alcohol in a given substance

alcoholism - a diseased condition caused by habitually drinking too much alcohol

amnesia - partial or total loss of memory

anesthetic - a drug, gas, etc., that produces a partial or total loss of the sen or touch

antiseptic - free from infection; stopping the action of microorganisms

blood pressure - the pressure exerted by the blood against the inner walls of the ve

carbon - a non-metallic chemical element found in many compounds

depressant - a substance which lowers the rate of muscular or nervous activity

dilation - enlargement of an organ, cavity, or opening of the body beyond norm

disinfectant - anything that destroys harmful bacteria or viruses

distillation - the process of first heating a mixture to separate the more volati parts and then cooling and condensing the resulting vapor so as to or refined substance

ethyl alcohol - beverage alcohol which is composed of carbon, hydrogen, and oxygen

euphoria - a feeling of well being

VIII. GLOSSARY

ncorporate into the cells

ohol in a given substance

ion caused by habitually drinking too much alcoholic liquor

ss of memory

, that produces a partial or total loss of the sense of pain, temperature,

ion; stopping the action of microorganisms

ted by the blood against the inner walls of the veins and arteries

nemical element found in many compounds

n lowers the rate of muscular or nervous activity

n organ, cavity, or opening of the body beyond normal size

stroys harmful bacteria or viruses

irst heating a mixture to separate the more volatile from the less volatile
ooling and condensing the resulting vapor so as to produce a more nearly pure
tance

l which is composed of carbon, hydrogen, and oxygen - C_2H_5OH

ll being

GLOSSARY (continued)

external - on the outside or exterior

false confidence - an inaccurate or mistaken feeling of being assured or certain

fermentation - breakdown and change of molecules in a substance due to a ferment su

habit forming - a substance is habit forming if it causes its user to repeat its use that it becomes automatic

hydrogen - an inflammable, colorless, odorless, gaseous chemical element

inferiority - the quality or condition of feeling lower in value, below average,

inflammation - diseased condition characterized by redness, pain, heat, and swelli

internal - of or on the inside

malnutrition - undernourishment resulting from insufficient food or improper diet

mature - full grown; fully developed; mental and physical development

muscular coordination - harmonious, orderly adjustment or working of the muscles

oxygen - colorless, odorless, gaseous chemical element

reaction - a response to a stimulus

reality - a state or quality of being real

reflex - reaction to a stimulus

self-control - control (command; authority) of oneself, or of one's own emotions,

self-respect - proper respect (consideration) for oneself, one's character, and o

GLOSSARY (continued)

ide or exterior

te or mistaken feeling of being assured or certain

nd change of molecules in a substance due to a ferment such as a bacteria

is habit forming if it causes its user to repeat its use over and over again so comes automatic

able, colorless, odorless, gaseous chemical element

or condition of feeling lower in value, below average, or mediocre

ondition characterized by redness, pain, heat, and swelling

he inside

shment resulting from insufficient food or improper diet

; fully developed; mental and physical development

, orderly adjustment or working of the muscles

odorless, gaseous chemical element

to a stimulus

quality of being real

to a stimulus

command; authority) of oneself, or of one's own emotions, desires, and actions

spect (consideration) for oneself, one's character, and one's behavior

GLOSSARY (continued)

social problems	- problems having to do with human beings living together as a gr that they have dealings with one another
solvent	- a substance used for dissolving another substance
standard	- some measure, principle, or model with which things of the same determine their quality or value
stimulant	- a substance that increases the action of a body part; stimulant and alertness

GLOSSARY (continued)

do with human beings living together as a group in a situation requiring
lings with one another

for dissolving another substance

nciple, or model with which things of the same class are compared in order to
uality or value

increases the action of a body part; stimulants produce excitation, wakefulness,

CULMINATING ACTIVITIES

The culminating activity may be a large project or it may be a relatively simple class activities should not be mere "show pieces." The activity should bring together the h into one focal point and allow the widest possible range of pupil contributions.

Information may be shared by means of committee work, individual reports, or class dis these culminating activities should involve a new look at the unit--a review of materi Dramatizations, exhibits, panel discussions, and debates may be undertaken. Some sugg

Plan a program for parents centered around some of the most successful projects und

Have students plan ways to share information gathered during the unit.

Have a panel discussion or debate concerning some part of the unit that the studen

Plan a program for another class to witness.

Dramatize an aspect of the unit. (Example: A sociogram concerned with alcohol.)

Divide the class into groups and have them put on a "quiz program" covering some o learned.

Invite a resource person to tell the students some new information not dealt with

Invite an officer of the law to talk about legal controls over alcohol and drugs i

CULMINATING ACTIVITIES

may be a large project or it may be a relatively simple classroom activity. Culminating mere "show pieces." The activity should bring together the basic learning of the unit allow the widest possible range of pupil contributions.

by means of committee work, individual reports, or class discussion. Keep in mind that ies should involve a new look at the unit--a review of materials in a fresh new way. panel discussions, and debates may be undertaken. Some suggestions are as follows:

ents centered around some of the most successful projects undertaken during this unit.

s to share information gathered during the unit.

n or debate concerning some part of the unit that the students have found most stimulating

ther class to witness.

the unit. (Example: A sociogram concerned with alcohol.)

groups and have them put on a "quiz program" covering some of the information they have

son to tell the students some new information not dealt with in class discussions.

the law to talk about legal controls over alcohol and drugs in relation to the local scene.

EVALUATION

Evaluation should be a constant and continuing process. Every discussion and class
evaluated by the teacher before proceeding on to the next day's activities. Usuall
completion of the unit, a great deal may be gained by pausing to consider what indi
mation, in study skills, and in attitudes and behavior. Written tests are especial
in information growth, and the teacher can use this measurement in planning further

Obviously, however, an important aspect of evaluation concerns social attitudes and
Pupil self-evaluation should not be overlooked. Pupils should join in the evaluati
they found especially interesting and worthwhile? What have they learned that will
work effectively?

The following questions may serve to aid in teacher-pupil evaluation:

KNOWLEDGE

Have the objectives set forth at the beginning of the unit been fulfilled?

Do the students understand the importance of making wise decisions concerning th
alcohol?

Are students aware of the effects that smoking has on a person's health?

Do students understand the general over-all conclusions reached by the Surgeon G

Do students understand the main drug types and their effects on the central nerv

Do students understand that valuable medicines can also be poisons?

Do students understand the facts concerning marijuana's controversial effects?

Do students understand that no drugs should be taken unless prescribed by a phys
"over-the-counter-drugs," under parental supervision?

EVALUATION

ontinuing process. Every discussion and class period should be informally
eeding on to the next day's activities. Usually, however, after the
may be gained by pausing to consider what individuals have gained in infor-
udes and behavior. Written tests are especially valuable to measure gains
r can use this measurement in planning further review.

ct of evaluation concerns social attitudes and progress of individuals.
verlooked. Pupils should join in the evaluation of the unit. What have
worthwhile? What have they learned that will help them attack some new

aid in teacher-pupil evaluation:

KNOWLEDGE

beginning of the unit been fulfilled?

portance of making wise decisions concerning the use of tobacco, drugs, and

that smoking has on a person's health?

l over-all conclusions reached by the Surgeon General's Advisory Committee?

rug types and their effects on the central nervous system?

ble medicines can also be poisons?

concerning marijuana's controversial effects?

ugs should be taken unless prescribed by a physician, or as in the case of
arental supervision?

EVALUATION (continued)

Do students understand what alcohol is and how it is used commercially?

Do students understand how alcohol is absorbed into the bloodstream and how it affe

Do students understand that the alcohol problem is a major health concern today?

Do students understand that alcohol has a definite effect on society?

EVALUATION (continued)

rstand what alcohol is and how it is used commercially?

rstand how alcohol is absorbed into the bloodstream and how it affects the brain?

rstand that the alcohol problem is a major health concern today?

rstand that alcohol has a definite effect on society?

EVALUATION (continued)

SKILLS

Has the unit prompted the students to do more research on their own initiative?

Have the students become better listeners?

Can the student better remember what he has heard and seen?

Can the student be more critical and discriminate concerning methods and approaches

Have the students improved in notetaking and research skills?

Can the students look for their own sources of information and question sources of

Are students learning to observe, weigh, and retain or discard information.

Have the students developed skills to pursue further learning?

Has the child been better able to communicate and share with others those things t

EVALUATION (continued)

SKILLS

ents to do more research on their own initiative?

r listeners?

r what he has heard and seen?

al and discriminate concerning methods and approaches of advertising?

notetaking and research skills?

ir own sources of information and question sources of others?

rve, weigh, and retain or discard information.

kills to pursue further learning?

e to communicate and share with others those things that he has read and seen?

EVALUATION (continued

ATTITUDES

Has the student:

Gained self-respect in regard to his abilities to make decisions?

Become a better and happier member of the group?

Acquired understandings regarding responsibilities for individual and
citizen within the classroom?

Been able to present and listen calmly and courteously to a different

Been seeking information on both sides of the problem regarding the us

Become more sensitive to the problems regarding the use of tobacco, al

Been better able to face and try to solve problems and accept responsi

Gained healthy, wholesome, and intelligent outlooks concerning the use

EVALUATION (continued)

ATTITUDES

regard to his abilities to make decisions?

pier member of the group?

regarding responsibilities for individual and group tasks--thus becoming a better sroom?

d listen calmly and courteously to a different point of view?

n on both sides of the problem regarding the use of tobacco, drugs, and alcohol?

o the problems regarding the use of tobacco, alcchol, and drugs?

ce and try to solve problems and accept responsibilities rather than run away from them?

ome, and intelligent outlooks concerning the use of tobacco, alcohol, and drugs?

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3022 Fourth Avenue North
Billings, Montana 59101

American Cancer Society
219 East 42 Street
New York, New York 10017

American Heart Association
44 East 23 Street
New York, New York 10010

American Medical Association
535 North Dearborn
Chicago, Illinois 60610

Bureau of Narcotics and Dangerous Drugs
P. O. Box 2079
Arlington, Virginia 22202

Department of Health, Education, and Welfare
Public Health Service
National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20203

Montana Heart Association
510 First Avenue North
Great Falls, Montana 59401

Narcotic Education
P. O. Box 4390
Washington, D. C. 20012

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Bethesda, Maryland 20014

National Center for Chronic Disease Control
United States Public Health Service
4040 North Fairfax Drive
Arlington, Virginia 22203

National Clearinghouse for Smoking and Health
Webb Building, Room 812
4040 North Fairfax Drive
Arlington, Virginia 22203

National Interagency Council on Smoking and Health
P. O. Box 3654
Central Station
Arlington, Virginia 22203

National Tuberculosis Association
1790 Broadway
New York, New York 10019

Montana Tuberculosis Association
825 Helena Avenue
Helena, Montana 59601

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700 North Rush Street
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Stages of Intoxication

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